

# Michigan Part B State Performance Plan

As required by 20 U.S.C. 1416  
Sec. 616(b)(1) of the *Individuals with Disabilities Education Act* 2004

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U.S. Department of Education  
Office of Special Education Programs

February 1, 2011 Update

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Office of Special Education and Early Intervention Services



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## Part B State Performance Plan (SPP) for 2005-2010 February 2011 Overview

### General Overview of the State Performance Plan (SPP) Development including FFY 2008 Update:

#### Preparation:

Preparation for the development of the SPP began in early summer 2005. Staff from the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) reviewed the *Individuals with Disabilities Education Act* (IDEA) 2004 to better understand what the U.S. Department of Education (USED), Office of Special Education Programs (OSEP) would likely require. By the time of the OSEP Summer Institute in August 2005, a plan for developing this SPP had been generated. Several staff attended the OSEP Summer Institute to assure a reasonable understanding of the expectations for the development of the SPP.

Given that some SPP indicators were due to have baselines established following the initial submission, these indicators and respective baselines are reported in this SPP update. Further, given that some calculations were revised at the request of the OSEP or due to calculation changes at the State Education Agency (SEA), these revisions are reported in the current update.

#### Ongoing Capacity Building:

In order to build capacity within the SEA and among grantees and contractors for the implementation of the SPP, significant activities have been initiated since 2005. The OSE-EIS has been reorganized to better implement a focused structure on the performance indicators. Staff, grantees and contractors are all involved in targeted activities to address data collection and analysis, improvement activities and integrated implementation of accountability and improvement.

Strategic use of federally funded resource centers (regional and national) has been implemented. During 2005-2006, staff, contractors and grantees accessed information from: the North Central Regional Resource Center; the Great Lakes East Comprehensive Center; the American Institutes for Research; the National Center for Culturally Responsive Educational Systems; the National Center on Post-School Outcomes; the National Center on Special Education Accountability Monitoring; and the National Dropout Prevention Center, among others. In addition, the OSE-EIS has benefited from the work of, and networking provided through, the National Association of State Directors of Special Education.

#### Stakeholder Teams:

In 2005 and in 2006, teams of stakeholders were identified to work on the indicators; some were responsible for managing multiple indicators. For example, in 2005, graduation, dropout and suspension/expulsion were clustered to facilitate understanding the relationship and mutual influence among these indicators. In 2007, team leaders, either OSE-EIS staff or grantees, were assigned to specific indicators. For example, the team leader for Indicators 13 (Secondary Transition)

and 14 (Postsecondary Outcomes) was the Deputy Director of the OSE-EIS and the team included grantees and field staff who have constituted the “core team” for the Michigan Transition Outcomes Project (MI-TOP). In the case of Indicators 9 and 10, the team leader was a contracted staff person, and the team included OSE-EIS staff, grantees and others from the field.

In other cases, stakeholder teams included:

- the OSE-EIS staff
- the MDE, Office of Educational Assessment and Accountability (OEAA)
- the MDE, Office of Early Childhood Education & Family Services (ECE&FS)
- the MDE, Office of School Improvement (OSI)
- grantees and contractors involved with various statewide initiatives
- parents
- practitioners and administrators
- the Special Education Advisory Committee (SEAC)<sup>1</sup>

Teams were given the following tasks:

- Analyze the indicators to understand intent and meaning.
- Review relevant data [state, Local Education Agencies (LEA), National, similar states, etc...].
- Determine the current baseline, if applicable.
- Analyze existing baselines in relation to changes in formulae and calculations.
- Analyze the efficacy and impact of using various formulae and calculations.
- Recommend data collection approaches, if applicable.
- Identify measurable and rigorous targets.
- Determine improvement activities.
- Identify resources to implement improvement activities.

The process for determining targets was applied consistently for those indicators where the state had latitude in setting measurable and rigorous targets. Team members reviewed multiple sources of data, clarified key issues that may influence achieving targets and recommended targets based on the comparisons to national data, state trends, standard deviations or other data deemed appropriate. Input from the SEAC as well as input from the field through Web based surveys influenced final target setting.

In 2005, each stakeholder team had an assigned “data person”, and a team leader who was responsible for convening the meetings, obtaining access to technical support and compiling the results of their deliberations. In 2006, data analysis was completed by the teams with assistance and technical consultation from grantees and contractors with expertise in research and evaluation. In addition, some indicators were tied to OSEP recommended data collection tools and analysis using national centers and recommended vendors (for example, Indicator 8, Parent Involvement, where the parent survey base was developed by the National Center on Special Education Monitoring and the analysis was completed by Avatar International, Inc.).

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<sup>1</sup> Michigan’s IDEA mandated special education State Advisory Panel.

**Stakeholder Input and Involvement:**

In 2005 and in 2006, the key mechanisms used for obtaining additional stakeholder input were through ongoing work with districts and groups from the field, the SEAC and Web based surveys.

Given the short timeline and intensive work necessary to develop the SPP in 2005, the OSE-EIS used existing opportunities to obtain input on the indicators from the broader stakeholder community including:

- Involving stakeholders on the stakeholder teams that reviewed data and developed the indicator specific plans.
- Convening a structured dialogue session during the Michigan IDEA Leadership Institute<sup>2</sup> in June 2005.
- Conducting a presentation during the Michigan Association of Administrators of Special Education Summer Institute in August 2005.
- Conducting a presentation for the SEAC in October 2005 and a full day of substantial input in November 2005.
- Conducting a structured feedback session with Michigan's IDEA Partnership in November 2005.
- Using the Web based Zoomerang Survey process to gather additional input.

In 2006, timelines for target setting for new indicators were again compressed. The requisite information regarding the intent of the indicators, the requirements for data collection and the specifics of the reporting were disseminated over the year through national conferences, technical assistance phone calls from OSEP and through networking with other states. In some cases, changes or clarifications in technical assistance were received in the fall of 2006, or later, impacting the time available to finalize the work necessary for target setting.

In one case, final technical assistance for data analysis through Westat, Inc. was obtained late in the report preparation period upon special request. Specifically, the Weighted Risk Ratio (WRR) formula for determining disproportionality appeared to yield unanticipated results relative to White students for some districts. The grantee working with the OSE-EIS made adjustments for variables such as group size (total number of students with disabilities and disability subgroups) upon recommendation by the OSE-EIS, and for district variables such as "resident district" and "operating district" (recommended by administrators in the field). Each time a new data "run" was completed the indicator team would convene to review the data. Discussions and consultation occurred with a variety of resources, including the Great Lakes East Comprehensive Center (which provided onsite consultation from the American Institutes for Research) and other states using the WRR, where the same concerns were voiced. The calculations, variables and findings were discussed. This happened several times over a period of months. The indicator team was not confident that the data findings were valid. Since this was a high priority indicator for monitoring, it was imperative that the data be valid and credible. Late in this ongoing analysis and series of recalculations, the grantee

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<sup>2</sup> An OSE-EIS sponsored forum for special education and other education administrators and educational leaders.

assisting the OSE-EIS sought input from Westat, Inc. Westat, Inc. indicated that this issue had been noted with the WRR and that a separate calculation for any districts with small numbers of minority populations, the Alternate Risk Ratio (ARR), should be used. This appeared to improve the internal reliability of the calculations, which were completed in mid-January 2007.

This example illustrates both the imperative for timely and accurate technical assistance to states as well as the model the OSE-EIS has used to do the work of the SPP, i.e., the teams were deeply involved, as were grantees and contractors, in ongoing analysis of the methods of data collection and the analysis of the data and findings. In this case, the work could have been completed several months earlier if the information regarding the design anomalies of the WRR had been understood.

**Facilitated Input from the SEAC:**

In 2005, the SEAC was provided an overview of the SPP in October as a preparation for a full day of facilitated input. In November a full day session was conducted whereby SEAC members were given the task of reviewing data to understand how the OSE-EIS arrived at the baseline, discussing proposed targets and making recommendations to set new targets, recommending changes in proposed targets or acknowledging agreement with proposed targets. Overall, the SEAC was supportive of the targets and eager to assist in the ongoing evaluation of the implementation of the Plan.

In 2006, the SEAC was provided a forecast of the SPP work at the September retreat. In November, December and January, presentations by team leaders on Indicators 4B, 5, 8 and 18 were followed by facilitated discussion that resulted in recommendations from the SEAC regarding targets. The recommendations are reflected in the overviews of each of these indicators.

**Web Based Input:**

In both 2005 and 2006, Web based Zoomerang surveys were constructed and disseminated to multiple listservs and stakeholder organizations announcing the opportunity to review the indicators and provide input on the targets. Stakeholders gained access to the Zoomerang surveys through a link on the MDE and the OSE-EIS Web sites. Survey users were able to review descriptions of indicators, respond as to the rigor of proposed targets (not rigorous, rigorous, too rigorous). If stakeholders were not in agreement with proposed targets, they could propose new targets and make general comments about the SPP.

**Field-Based Input:**

Ongoing input opportunities from the field and from organizations have been provided through invited presentations by the OSE-EIS staff as well as through targeted agendas of the Michigan IDEA Leadership Institute, the IDEA Partnership and parent and education organizations. Presentations on the SPP and Annual Performance Report (APR) will continue to create the basis for all public presentations by staff and others as our work to achieve improved outcomes continues.



**Dissemination of the SPP to the Public and Ongoing Public Reporting:**

The SPP is posted on the MDE Web site as a permanent document.

Updates/revisions will be posted on the Web site upon submission of the documents to the OSEP. Reporting to the media will occur as determined by the Superintendent of Public Instruction, in conjunction with other reports under The *No Child Left Behind Act*. The goal is to align special education public reporting and general education information reporting. To address requirements for disseminating information to the public on the SEA and LEA performance toward meeting the SPP targets, the OSE-EIS proposes to:

- Post annually, a copy of the SPP and APR on the MDE Web site.
- Create an executive summary ("one-pagers") of the SPP indicators to post on the Web site, making hard copies available upon request.
- Publish information regarding the annual ISD and LEA "Data Portraits" where data on required indicators are reported.
- Disseminate information about the *Education YES!* Report Cards, where subgroup performance and participation on state assessments is reported.
- Begin to use an information toolkit including a PowerPoint presentation and related materials that can be used by staff and stakeholder groups for presentations on state and local performance and to explain how improvement activities can be completed at the local level to address SPP indicators. This is being facilitated by the North Central Regional Resource Center.
- Incorporate performance reports and updates into routine conference calls and meetings with ISD directors and the ongoing Michigan IDEA Leadership Institute sessions.
- Convene sessions at quarterly and annual meetings of various organizations, parent groups, advocacy groups, etc. to facilitate broad-based dissemination of performance information.
- Work with the SEAC on a regular basis to review performance on key indicators.

**Ongoing Development:**

Time restrictions for the current and ongoing development process, including predicted and unpredicted changes to data collection requirements and systems, anticipated and unanticipated policy changes in the immediate and longer-range, as well as inevitable modifications to plan requirements, will require ongoing development and modification of the SPP. For example, the new High School Graduation Requirements adopted by the State Legislature have already impacted discussions regarding graduation and dropout rates, as well as student performance. This policy change, and others, will be reflected in ongoing stakeholder input regarding performance targets.

Baseline data (Indicator 1, for example) will need to be reestablished and/or discussed in light of changes made to Michigan's current data collection systems. If baseline changes are not made when data collection changes are made, then extensive analysis of variances in performance data will be required. The OSE-EIS anticipates several data challenges that will result from implementing the SPP. Incorporating several new data collection fields that address the monitoring priority

indicators into the Michigan Compliance Information System will require ongoing stakeholder involvement, field testing and technical assistance for the field. Based on new and revised data, several targets may need to be adjusted as systems improve.

The OSE-EIS' efforts to align with the State Board of Education requirements for all children will be influenced by Michigan's ongoing high school redesign work as well as the National Governors Association's recommendations for use of the cohort methodology for calculating high school graduation and dropout rates.

**Implementation:**

Developing and revising the SPP itself are steps in systems improvement. Implementing the activities described in the SPP has begun with aligning and integrating the activities across indicators.

Emphasis is first on activities that require new or modified data collection. Implementing new data collection systems or modifying current systems are both costly and time consuming and require intensive design, testing and training to assure accuracy. These activities are necessary to the foundation of the SPP and subsequent APRs.

Improvement activities are ongoing. Expanded and re-energized partnerships with organizations such as the Michigan Association of Secondary School Principals, the Michigan Association of Intermediate School Administrators, the Michigan Association of Administrators of Special Education, the Michigan Education Association, the American Federation of Teachers-Michigan and others are notable. A newly funded parent support system, the Michigan Alliance for Families<sup>3</sup>, along with the Citizen's Alliance to Uphold Special Education (CAUSE)<sup>4</sup>, creates a reconstituted foundation for parent involvement.

Activities that require the development of requests for proposals, new contracts, or modifications to existing grants or contracts will also be prioritized, integrated and aligned as much as possible with ongoing statewide initiatives. These activities help implement systemic improvements.

Both the SPP and the full implementation of the IDEA 2004 require modification to the Continuous Improvement and Monitoring System (CIMS), Michigan's model for monitoring compliance and improving results for children with disabilities. In 2007-2008, recommendations were developed to fully align the CIMS with the SPP. Beginning in FFY 2007, SPP indicators were utilized, as appropriate, in making Determinations regarding LEA performance as required under the IDEA and by the OSEP.

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<sup>3</sup> Michigan's Parent Training and Information Centers beginning 10/1/2009.

<sup>4</sup> Michigan's Parent Training and Information Centers through 9/30/2009.

**Changes since FFY 2008 SPP (submitted February 1, 2010):**

The following SPP sections have been substantively revised since the previous submission: Indicators 4B (Suspension/Expulsion by Race/Ethnicity), 13 (Secondary Transition), and 14 (Postsecondary Outcomes). More information is available in the individual SPP indicator sections.

**Indicator 4B (Suspension/Expulsion by Race/Ethnicity)**

In March 2009, the Office of Special Education Programs (OSEP) designated Indicator 4B as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP. The OSEP also instituted a one-year data lag for this indicator so that the required monitoring elements could be completed prior to report submission. Therefore, FFY 2008 (2008-2009) data are reported in this FFY 2009 SPP. The previous SPP section for this indicator is included as Appendix G as a historical reference.

**Indicator 13 (Secondary Transition)**

In March 2009, the Office of Special Education Programs (OSEP) designated Indicator 13 as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP. The previous SPP section for this indicator is included as Appendix K as a historical reference.

**Indicator 14 (Postsecondary Outcomes)**

In March 2009, the Office of Special Education Programs (OSEP) designated Indicator 14 as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP. The previous SPP section for this indicator is included as Appendix N as a historical reference.

**Dissemination of the SPP to the Public:**

The SPP is posted on the MDE Web site, OSE-EIS web page [www.michigan.gov/ose-eis](http://www.michigan.gov/ose-eis) in the *Annual Performance Report/State Performance Plan* link. The SPP can be viewed online and/or downloaded.

**Stakeholder Input and Involvement:**

In FFY 2009 input continued from various stakeholder groups, including the SEAC and the OSE-EIS Data Advisory Committee which is composed of diverse representatives from the field as well as various offices in the MDE.

**Facilitated Input from the SEAC:**

In FFY 2008 and FFY 2009, the SEAC provided input on the proposed targets or methodology changes recommended by the MDE, or as changes were required by the OSEP; e.g., for new Indicators 4B, 13 and 14.

**SPP Extension**

- Michigan is submitting the current SPP which includes all required historical information and has been updated each year. It is current through the 2010-2011 school year relative to targets and activities.
- To address the new OSEP SPP Extension requirement, Michigan is also submitting, with approval from our OSEP state contact, a stand-alone **SPP**

**Extension** as a supplement. The **Extension** only includes information relevant for FFY 2010 (2010-2011) through FFY 2012 (2012-2013).

The SPP Extension includes for each indicator:

- A brief description of the most recent calculation methodology and associated baseline data,
- Targets from the most recent baseline year<sup>5</sup> through FFY 2012 (2012-2013) and
- Activities/timelines/resources that will be in effect FFY 2010 (2010-2011) through FFY 2012 (2012-2013). Activities are limited to a few per indicator. Where existing activities would be appropriate to extend, that occurred. New activities have been added if needed to assure a focus on improved indicator performance.

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<sup>5</sup> The baseline does not go back to the beginning of the 2005 SPP for all indicators, because OSEP changed the measurement (e.g., Indicator 1) or Michigan received OSEP approval to change the approach to measurement for some indicators (e.g., Indicator 8).

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. In March 2009 the Office of Special Education Programs (OSEP) revised the indicator language including the measurement and timeline to align with the *Elementary and Secondary Education Act (ESEA)*.
3. The OSEP revisions necessitate the establishment of a new baseline for this indicator.
4. The previous SPP section for this indicator is included as Appendix C as a historical reference.

### Monitoring Priority: FAPE in the LRE<sup>6</sup> / Graduation

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

### Overview of Issue/Description of System or Process:

To comply with the latest reauthorization of the ESEA [the *No Child Left Behind (NCLB) Act of 2001*] Michigan adopted an accountability system in which a graduation rate includes only "on-time" graduates who earn regular diplomas within four years of entering high school. This calculation meets the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact and the U.S. Department of Education (USED) for calculation of such rates.

The formula for the calculation of 2008 graduation rates is possible because school districts have been tracking the enrollment of individual students since those students first enrolled in the 9<sup>th</sup> grade in the 2004-2005 school year and reporting that data to the Center for Educational Performance and Information (CEPI).

The 2008 cohort four-year graduation rate was calculated by tracking individual students who first enrolled in ninth grade during the 2004-2005 school year (assigned to the 2008 cohort) and graduated four years later with a regular diploma. It accounts for students who transfer in and out of the district, who leave school permanently, who leave school during one school year and return in another, or who are retained in a grade but stay in school and graduate later than their original classmates.

<sup>6</sup> Free Appropriate Public Education in the Least Restrictive Environment.

The total number of students who were identified as first-time 9th-graders in fall 2004 formed the initial 2008 cohort. Non-graded students ages 14-21 are assigned to grades 9-12 based on their age. Students who transferred into one of Michigan's districts at any time during the four-year period were added to the initial cohort. For students who moved among Michigan public schools, student records were updated to reflect the correct district and building. These students were considered "transfers out" of the district/building they left and "transfers in" to the district/building they entered. Students who exited the public school system entirely (out of state, to non-public school, or home school) or became deceased at any time during the four-year period were removed from the cohort.

To calculate the 2008 cohort four-year graduation rate (based on the NGA recommended methodology), all students are placed into one of four categories:

1. On-track graduated - completed high school with a regular diploma in four years or less
2. Other completer - earned a General Educational Development (GED) certificate, other certificate, or reached the special education maximum age<sup>7</sup>
3. Off-track (graduated & continuing) - completed high school with a regular diploma in more than four years, or did not complete high school in four years and are still continuing in school
4. Dropout - left high school permanently at any time during the four-year period, or whose whereabouts are unknown (missing expected records)

A student is counted toward the graduation rate of the final building or district that the student attended during the four-year period. "On-track graduated" is counted as the numerator and divided by the total count of all categories. The total of the categories is the 2008 Cohort Total. Students who transferred in are included as students with one of the four categories for that building/district and students who transferred out have been included in another public entity's rates, if the students have been located.

$$\frac{\text{On-Track Graduated}}{\text{2008 Cohort Total}}$$

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<sup>7</sup>Michigan serves students with disabilities through age 25. The U.S. Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Therefore, the category "Aged Out" is zero in Michigan.

**New Baseline Data for FFY 2008 (2007-2008):****Table 1: 2008 Cohort Graduation Data**

Number of youth with IEPs graduating with a regular diploma	9642
Total number of youth with IEPs in the 2008 Cohort	16,636
Percent of youth with IEPs graduating with a regular diploma	58.0%

Source: CEPI – Single Record Student Database (SRSD)

**Discussion of Baseline Data:**

Per OSEP's March 2009 revision to the timeline for this indicator, there is now a one year data lag for this indicator. Therefore, the FFY 2009 APR will present 2008 Cohort graduation rate. The new 2007-2008 baseline cohort graduation rate is not comparable to the 2007-2008 graduation rate previously reported in the FFY 2007 APR, because the calculation methodology has changed.

The U.S. Department of Education Office of Special Education Programs (OSEP) formula reflects students through age 21. Michigan serves students with disabilities through age 25. Students between the ages of 22-26 are not included in these federal graduation rate calculations. Therefore, the category "Aged Out" is zero in Michigan.

In addition to providing a four year cohort graduation rate, in May 2009 the USED approved Michigan's use of an extended five year cohort graduation rate to meet ESEA's requirement for districts to meet Adequate Yearly Progress (AYP). The five year cohort graduation rate is available approximately 10 months after the fifth year students graduate.

**Measurable and Rigorous Targets:**

The OSE-EIS will continue to use Michigan's targets for all students which were set and approved by the State Board of Education. These targets have received USED approval.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	<b>80%</b> of youth with IEPs in Michigan graduating from high school with a regular diploma.
2006 (2006-2007)	<b>80%</b> of youth with IEPs in Michigan graduating from high school with a regular diploma.
2007 (2007-2008)	<b>80%</b> of youth with IEPs in Michigan graduating from high school with a regular diploma.
2008 (2007-2008 data)	<b>80%</b> of youth with IEPs in Michigan graduating from high school with a regular diploma.

FFY	Measurable and Rigorous Target
2009 (2008-2009 data)	<b>80%</b> of youth with IEPs in Michigan graduating from high school with a regular diploma.
2010 (2009-2010 data)	<b>80%</b> of youth with IEPs in Michigan graduating from high school with a regular diploma.

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
2005-2011	Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	The OSEP NDPC
2005-2011	Continue to disseminate LEA data reports on graduation rates by disability and ethnicity	The OSE-EIS IIS <sup>8</sup> Grantee LEAs <sup>9</sup> and ISDs <sup>10</sup>
2009-2010 <i>Revised 2/1/2008 Deleted 2/1/2011</i>	Convene a referent group to reset graduation targets to be reported in the 2010 SPP/APR, because of the new graduation requirements and the new NGA cohort calculation.	The OSE-EIS PR Unit The CEPI State Advisory Panel LEAs and ISDs
2006-2008	Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum, to inform educators about the SPP targets and available resources.	The OSE-EIS CIMS-2 <sup>11</sup> MI-TOP <sup>12</sup> LEA and ISD administrator PD <sup>13</sup>
2006-2007	Target improved performance of students with disabilities at the middle school level in mathematics and English language arts.	The OSE-EIS SIG <sup>14</sup> LEAs and ISDs
2006-2011 <i>Revised 2/2/2009</i>	Embed into Continuous Improvement and Monitoring System Redesign (CIMS-2) a process for districts to review and analyze graduation data and conduct a root cause analysis.	The OSE-EIS CIMS-2 LEAs and ISDs

<sup>8</sup>Interagency Information Systems<sup>9</sup>Local Education Agencies<sup>10</sup>Intermediate School Districts<sup>11</sup>Continuous Improvement and Monitoring System<sup>12</sup>Michigan's Transition Outcomes Project (MI-TOP)<sup>13</sup>Personnel Development<sup>14</sup>State Improvement Grant



Timelines	Activities	Resources
2006-2011 <i>Revised</i> 2/2/2009	Implement evidence based practices to improve student outcomes, i.e. graduation and postsecondary outcomes.	The OSE-EIS MI-TOP LEAs and ISDs
2008-2011 <i>Inserted</i> 2/1/2008	Initiate collaborative work with the Office of Education Improvement and Innovation (OEII) and key education stakeholders to integrate special education practices developed for students receiving special education services known to support school completion into common educational practice across the state.	The OSE-EIS The OEII MI-TOP SEAC <sup>15</sup> MAASE <sup>16</sup> MASSP <sup>17</sup>
2008-2011 <i>Inserted</i> 2/1/2008	Develop and implement a more integrated set of General Supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> </ul> Michigan's emerging work with the NCSEAM <sup>18</sup> General Supervision Framework	The OSE-EIS Grantees NCRRC <sup>19</sup> NIRN <sup>20</sup>
2008-2011 <i>Inserted</i> 2/2/2009	Implement the Reaching and Teaching Struggling Learners (RTSL) initiative as a strategy to increase graduation and decrease dropout rates.	RTSL The OSE-EIS Training and Technical Assistance for Transition Services Grant, Great Lakes East Comprehensive Assistance Center, REL Midwest <sup>21</sup> MI3 SISEP <sup>22</sup>
2009-2011 <i>Inserted</i> 2/2/2009 <i>Deleted</i> 2/1/2011	Convene Michigan Symposium on Model High Schools	Training and Technical Assistance for Transition Services Grant, ICLE <sup>23</sup> , Secondary Redesign and Transition staff, MI-TOP Core Team, The OSE-EIS

<sup>15</sup> Special Education Advisory Committee.

<sup>16</sup> Michigan Association of Administrators of Special Education.

<sup>17</sup> Michigan Association of Secondary School Principals.

<sup>18</sup> National Center for Special Education Accountability Monitoring.

<sup>19</sup> National Central Regional Resource Center.

<sup>20</sup> National Implementation Research Network.

<sup>21</sup> Regional Educational Laboratory.

<sup>22</sup> State Implementation on Scaling-up of Evidenced-based Practices.

<sup>23</sup> International Center for Leadership in Education.

Timelines	Activities	Resources
2008-2011 <i>Inserted</i> 2/2/2009	Implement a technical assistance tool that will facilitate districts' analysis of relationships between results and compliance measures.	PSC <sup>24</sup> , CEPI
2008-2011 <i>Inserted</i> 2/2/2009	Implement standards-based individualized education program (IEP) policies and procedures.	Standards-Based IEP Committee, The OSE-EIS ISD staff
2008-2011 <i>Inserted</i> 2/2/2009	Work with intradepartmental partners to create consistency in student planning processes.	Office of Career and Technical Education, The OEII, The OSE-EIS
2009-2011 <i>Inserted</i> 2/2/2009	Scale up MiBLSi at the secondary level.	MI3, SISEP, The OSE-EIS, MiBLSi
2009-2011 <i>Inserted</i> 2/1/2010	Develop a guidance document regarding use of the fifth year of high school to support attainment of a regular diploma by students with disabilities. The document will include information that this federally approved option will not affect Adequate Yearly Progress status.	OSE-EIS Program Accountability, NDPC, Office of Education Improvement and Innovation, Office of State Aid and School Finance (Pupil Accounting)

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>24</sup> Public Sector Consultants.

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. In March 2009 the Office of Special Education Programs (OSEP) revised the indicator language including the measurement and timeline to align with the *Elementary and Secondary Education Act (ESEA)*.
3. The OSEP revisions necessitate the establishment of a new baseline for this indicator.
4. The previous SPP section for this indicator is included as Appendix D as a historical reference.

### Monitoring Priority: FAPE in the LRE<sup>25</sup> / Dropout

**Indicator 2:** Percent of youth with IEPs dropping out of high school.  
(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

### Overview of Issue/Description of System or Process:

The ESEA graduation rate is a four-year cohort rate calculated using data regarding students who entered grade 9 during 2004-2005. The dropout rate submitted with the ESEA cohort graduation rate is an annual event rate calculated using data regarding students who dropped out from grades 9-12 during 2007-2008.

The event dropout rate for all Michigan students and for student subgroups, including students with disabilities, is submitted annually in Michigan's Consolidated State Performance Report (CSPR) for Title I of the ESEA. The event dropout rate provides a measure of the percentage of high school students who drop out of high school over the course of a given school year. This measurement is in accordance with the National Center for Education Statistics (NCES) Common Core Data (CCD) reporting requirements.

The event dropout rate is calculated by summing the number of dropouts in grades 9-12 in a given year and dividing this sum by the number of students enrolled in grades 9-12 at the beginning of that school year. Students who complete a grade but do not return for the subsequent school year are counted as dropouts for the year in which they fail to enroll. Non-graded students ages 14-21 are assigned to grades 9-12 based on their chronological age.

<sup>25</sup> Free Appropriate Public Education in the Least Restrictive Environment.

The Office of Special Education Programs (OSEP) calculation reflects students through age 21. Michigan serves students with disabilities through age 25. Students ages 22-26 are not included in these federal dropout rate calculations which serve as the basis for this report.

The event dropout rate, as reported through the CSPR, defines a dropout as an individual who met the following conditions:

- 1) was enrolled in school at some time during the previous school year; and
- 2) was not enrolled at the beginning of the current school year; and
- 3) has not graduated from high school or completed a district- or state-approved educational program; and
- 4) does not meet any of the following exclusionary conditions—
  - a) transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs);
  - b) temporary absence due to suspension or school-excused illness; or
  - c) death.

#### **Baseline Data for FFY 2008 (2007-2008):**

**Table 1: 2007-2008 Event Dropout Data**

Number of youth with IEPs dropping out of high school. (in one year)	5,521
Total number of youth with IEPs who were enrolled in high school. (in one year)	72,936
Percent of youth with IEPs dropping out of high school. (in one year)	7.6%

Source: Single Record Student Database (SRSD), Graduation/Dropout Review and Comment Application (GAD)

#### **Discussion of Baseline Data:**

Per OSEP's March 2009 revision to the timeline for this indicator, there is now a one year data lag for this indicator. Therefore, the FFY 2008 APR will present the 2007-2008 event dropout rate. The new 2007-2008 baseline event dropout rate is not comparable to the 2007-2008 leaver dropout rate previously reported in the FFY 2007 Annual Performance Report (APR) because the calculation methodology has changed.

**Measurable and Rigorous Targets:**

Michigan will continue to use the targets that were originally set for this indicator.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	<13.0% of youth with IEPs dropping out of high school.
2006 (2006-2007)	<11.5% of youth with IEPs dropping out of high school.
2007 (2007-2008)	<10.0% of youth with IEPs dropping out of high school.
2008 (2007-2008 data)	<10.0% of youth with IEPs dropping out of high school.
2009 (2008-2009 data)	<9.5% of youth with IEPs dropping out of high school.
2010 (2009-2010 data)	<9.0% of youth with IEPs dropping out of high school.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2008-2010 <i>Revised</i> 2/1/08 <i>Deleted</i> 2/1/10	Convene a referent group to reset dropout targets to be reported in the FFY 2008 SPP/APR, because of the new graduation requirements and the new National Governors Association (NGA cohort calculation).	The OSE-EIS Program Improvement Unit, CEPI, State Advisory Panel, LEAs and ISDs
2005-2011	Continue to disseminate local educational agency (LEA) data reports on dropout rates by disability and ethnicity.	The OSE-EIS, LEAs and ISDs
2006-2011 <i>Revised</i> 2/2/2009	Embed into CIMS-2 a process for LEAs to review and analyze graduation data and conduct a root cause analysis.	The OSE-EIS, CIMS, LEAs and ISDs
2006-2011	Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	The OSEP and NDPC
2006-2011	Develop and implement best practices leading to graduation and successful transition to post secondary roles.	The OSE-EIS, MI-TOP, LEAs and ISDs
2006-2011	Develop strategic initiatives through the Parent Involvement grant that focus on reducing dropout rates.	The OSE-EIS, Parent Involvement stakeholders

Timelines	Activities	Resources
2006-2008 <i>Revised</i> 2/1/08	Utilize statewide dissemination of information and training on high school reform, including the Michigan Merit Curriculum, to inform education practitioners about the SPP targets and available resources.	The OSE-EIS, CIMS, MI-TOP
2008-2011 <i>Inserted</i> 2/1/2008	Develop and implement a more integrated set of General Supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's emerging work with the NCSEAM<sup>26</sup> General Supervision Framework</li> </ul>	The OSE-EIS, Grantees, NCRRC, NIRN
2008-2011 <i>Inserted</i> 2/2/2009	Implement the Reaching and Teaching Struggling Learners initiative as a strategy to increase graduation and decrease dropout rates.	Reaching and Teaching Struggling Learners initiative, The OSE-EIS, Training and Technical Assistance for Transition Services Grant, Great Lakes East Comprehensive Assistance Center, REL Midwest, MI3, State Implementation on Scaling-up of Evidence-based Practices (SISEP)
2009-2011 <i>Inserted</i> 2/2/2009 <i>Deleted</i> 2/1/2011	Convene Michigan Symposium on Model High Schools.	Training and Technical Assistance for Transition Services Grant, ICLE, Secondary Redesign and Transition Staff, MI-TOP Core Team, The OSE-EIS

<sup>26</sup> National Center for Special Education Accountability Monitoring.

Timelines	Activities	Resources
2008-2011 <i>Inserted 2/2/2009</i>	Implement standards-based individualized education programs (IEP) policies and procedures.	Standards-Based IEP Committee, The OSE-EIS, ISD staff
2008-2011 <i>Inserted 2/2/2009</i>	Work with intradepartmental partners to create consistency in student planning processes.	Office of Career and Technical Education, The OSE-EIS, Office of School Improvement
2008-2011 <i>Inserted 2/2/2009</i>	Implement a technical assistance tool that will facilitate districts' analysis of relationships between results and compliance measures.	Public Sector Consultants, CEPI
2009-2011 <i>Inserted 2/2/2009</i>	Fully implement and scale up MiBLSi at the secondary level.	MI3, SISEP, The OSE-EIS, MiBLSi
2009-2011 <i>Inserted 2/1/2010</i>	Develop a guidance document regarding use of the fifth year of high school to support the attainment of a regular diploma. The document will include information that this federally approved option will not affect Adequate Yearly Progress status.	OSE-EIS Program Accountability, NDPC, OEII, Office of State Aid and School Finance (Pupil Accounting)
2009-2011 <i>Inserted 2/1/2010</i>	Increase participation in the components of Michigan's <i>Superintendent's Dropout Challenge</i> .	National High School Center, NDPC-SD, REL Midwest, Great Lakes East Comprehensive Center, Michigan's Children, Johns Hopkins University (Robert Balfanz), America's Promise

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team reviewed the *Education YES!* Accountability System developed under the No Child Left Behind (NCLB), reviewed the targets already set for all students/schools in Michigan.

### Monitoring Priority: FAPE in the LRE<sup>27</sup> / Statewide Assessment

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

### Measurement:

- A. AYP percent =  $\left[ \left( \frac{\text{\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size}} \right) \times 100 \right]$ .
- B. Participation rate percent =  $\left[ \left( \frac{\text{\# of children with IEPs participating in the assessment}}{\text{total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math}} \right) \right]$ . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent =  $\left[ \left( \frac{\text{\# of children with IEPs enrolled for a full academic year scoring at or above proficient}}{\text{total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math}} \right) \right]$ .

<sup>27</sup> Free Appropriate Public Education in the Least Restrictive Environment.



**Overview of Issue/Description of System or Process:**

The Michigan Educational Assessment System (MEAS) was adopted by the Michigan State Board of Education in October 2001. The components of the MEAS include the Michigan Educational Assessment Program (MEAP), MI Access, and a component at the time of adoption called ELL-Access, but is currently called Michigan's English Language Proficiency Assessment (ELPA).

Michigan administers the MEAP and MI-Access grades 3-8 assessments in the fall and the grade 11 assessments in the spring. The following table indicates the grade levels of the English language arts and mathematics assessments administered. Please note that all of the grades 3-8 assessments are new and were administered for the *first time* in 2005-2006.

**Table 1: Grade Levels for MEAP and MI-Access English Language Arts and Mathematics Assessments**

Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts (reading & writing)	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X

Source: MDE/OEAA

MI-Access is the state's standardized alternate assessment program for students with significant cognitive disability. The MI-Access assessments are administered to students based on the Individualized Education Program (IEP) Team determination. The MI-Access assessments are administered when the IEP Team, determines that the MEAP, or MEAP with accommodations, is not appropriate for that student.

MI-Access currently is comprised of three alternate assessments, *based on alternate achievement standards*, appropriate for the cognitive functioning level of the students being assessed. The MI-Access Functional Independence assessments are designed for students with, or function as if they have, mild cognitive impairment. The MI-Access Supported Independence assessment are designed for students with, or function as if they have, moderate cognitive impairment. The MI-Access Participation assessments are designed for students with, or function as if they have, severe cognitive impairment. As a result of the U.S. Department of Education (USED) Peer Review of Michigan's assessments administered in 2005-2006, the MI-Access Functional Independence assessments were fully approved. However, the MI-Access Participation and Supported Independence (P/SI) assessments were not approved to use when calculating NCLB adequate yearly progress (AYP). The USED approved that all of the students who were administered these assessments (P/SI) could count as being assessed when calculating NCLB participation rates, but the scores could not be used when calculating AYP. This information related to the MI-Access P/SI assessments will help explain incomplete proficiency rate data.

The MEAP is Michigan's general assessment program and has been in place for over thirty years. Currently the OEAA only reports MEAP high school results by graduation class, not just by grade 11 students, which is the official high school grade of the assessments. Graduation class reports are produced because the scores on the MEAP Reading, Writing, Science and Mathematics assessments can be used to qualify students for the Michigan Merit Award, a \$2,500 scholarship. This scholarship is used for post secondary education. Students could take the grade 11 MEAP assessments in grade 10 for dual enrollment and could retest up to 4 times in order to meet the criteria to receive the Merit Award. However, by Michigan legislation<sup>28</sup>, the MEAP high school assessments will be replaced with the Michigan Merit Examination (MME) starting spring 2007.

With the implementation of the federal No Child Left Behind (NCLB) legislation, the Michigan Department of Education (MDE), Office of Educational Assessment and Accountability (OEAA) is required to determine a school's adequate yearly progress for grade 11 students. However, the OEAA does not produce a MEAP grade 11 report that is released to the public. The only official MEAP high school report is for the graduating class. Due to the fact that there is no MEAP grade 11 reports produced, information related to use of accommodations (standard or nonstandard) or invalid scores is not available. The U.S. Department of Education, Office of Elementary and Secondary Education, currently does not allow the OEAA to use the scores from retesting when calculating Adequate Yearly Progress (AYP).

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<sup>28</sup> PA 593 of 2004 replaces high school MEAP with MME in School Aid Act, PA 596 of 2004 replaces the high school MEAP with MME in the School Code.

As mentioned earlier, beginning spring 2007, the OEAA will replace the grade 11 MEAP assessments with the MME. This assessment cannot be administered to grade 10 students which will allow the OEAA to produce reports for grade 11, including information on the use of assessment accommodations and any invalid scores. This information related to MEAP grade 11 reports will help explain incomplete data for the use of assessment accommodations or invalid scores for MEAP grade 11.

The Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, maintains an electronic database called the Single Record Student Database (SRSD) and assigns the Unique Identification Code (UIC) for each student. This database, updated by school districts three times per year, includes current enrollment and attendance data for all Michigan public school students. This is used to confirm the continued enrollment of a student in a particular school and school district. In addition to this database, the OEAA maintains databases for MEAP results, MI-Access results, and NCLB AYP.

#### **Baseline Data for FFY 2004 (2004-2005):**

**Table 2:**

##### **A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.**

Districts with AYP determination	542
Districts NOT making AYP	66
Percent making AYP	87.8%
Percent not making AYP	12.2%

Source: MDE/OEAA

**Table 3:**

B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

<b>Participation Rate</b>	<b>Elementary</b>		<b>Middle School</b>		<b>High School</b>	
<b>2004-2005</b>	ELA	Math	ELA	Math	ELA	Math
# of Children with IEPs in grades assessed	17,613	17,613	18,454	18,815	12,606	12,606
# and % of Children with IEPs in regular assessment with no accommodations	9626 54.7%	6965 39.5%	10455 56.7%	7751 41.2%	7321 58.1%	6431 51.0%
# and % of Children with IEPs in regular assessment with accommodations	2663 15.1%	5253 29.8%	2549 13.8%	5632 29.9%	1128 8.9%	2021 16.0%
# and % of Children with IEPs in alt. assessment against grade level standards	4389 24.9%	3794 21.5%	4147 22.5%	3990 21.2%	2536 20.1%	2533 20.1%
# and % of Children with IEPs in alt. assessment against alt. achievement standards	852 4.8%	852 4.8%	909 4.9%	973 5.2%	1286 10.2%	1286 10.2%
Total # and Overall Participation Rate	17530 99.5%	16864 95.7%	18060 97.9%	18346 97.5%	12271 97.3%	12271 97.3%

Source: MDE/OEAA

The range of participation rates for ELA over the three grades tested is 97.3% to 99.5% and the range for math is 97.5% to 95.7%.

**Table 4:**

C. Proficiency rate for children with IEPs against grade level standards and alternative achievement standards.

<b>Proficiency Rate</b>	<b>Elementary</b>		<b>Middle School</b>		<b>High School</b>	
<b>2004-2005</b>	<b>ELA</b>	<b>Math</b>	<b>ELA</b>	<b>Math</b>	<b>ELA</b>	<b>Math</b>
Number of Children with IEPs in grades assessed	17,613	17,613	18,454	18,815	12,606	12,606
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	3,971 22.5%	4,037 22.9%	2,785 15.1%	2,060 10.9%	1,033 8.2%	673 5.3%
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	662 3.8%	1,976 11.2%	614 3.3%	1,091 5.8%	148 1.2%	130 1.0%
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	3377 19.2%	2361 13.4%	2957 16.0%	2087 11.1%	2085 16.5%	1219 9.7%
# and % of Children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	697 4.0%	734 4.2%	778 4.2%	865 4.6%	986 7.8%	976 7.7%
Total # and Overall Proficiency Rate for Children with IEPs	8707 49.4%	9108 51.7%	7134 38.7%	6103 32.4%	4252 33.7%	2998 23.8%

Source: MDE/OEAA

The range of proficiency rates in ELA extends from 33.7% to 49.4% and for math, from 23.8% to 51.7%.

**Revised Performance Data for FFY 2005 (2005-2006):****Table 5:****A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.**

Districts with AYP determination	539
Districts NOT making AYP	0
Percent making AYP	100.0%
Percent not making AYP	0.0%

Source: MDE/OEAA

The criteria used for district AYP determination were different for 2005-2006 than for 2004-2005. For the 2004-2005 AYP calculations, if a district missed the target proficiency percentages at two of the three grade ranges (elementary, middle, and high school) it did not make AYP. For the 2005-2006 calculations, a district did not make AYP only if it missed the proficiency targets at ALL three grade ranges in the same content area (ELA or Mathematics). All districts met the revised criterion for 2005-2006.

Table 6 shows the number of districts with a grade range that did not make AYP for the students with disabilities subgroup. As noted above in Table 5 and the accompanying text, no single district missed AYP in English Language Arts or Mathematics for ALL three grade ranges, therefore all districts made AYP for 2005-2006. In Table 3, the differences between the number of districts not making AYP for 2003-2004 and the subsequent two years can be attributed to a change in the subgroup size used for calculating AYP in 2004-2005 and 2005-2006 as more grade levels were tested.

In 2004-2005 Michigan assessed English language arts in grades 4, 7, 11 in mathematics in grades 4, 7, 11. Please note that 2005-2006 Michigan implemented additional English language arts and mathematics assessments so that students in grades 3-8 and 11 could be assessed in both content areas. The data from 2005-2006 will serve as the baseline only for the grades assessed.

**Table 6\*: Students with Disabilities Subgroup – Number of Districts with a Grade Range that Did Not Make AYP**

<b>Academic Year</b>	<b>Grade Range</b>	<b>English Language Arts</b>	<b>Mathematics</b>
2005-2006	Elementary (3-5)	10	4
	Middle School (6-8)	29	31
	High School (11)	15	19
2004-2005	Elementary (4)	6	6
	Middle School (7 and 8)	7 (Grade 7)	13 (Grade 8)
	High School (11)	7	15
2003-2004	Elementary (4)	34	34
	Middle School (7 and 8)	63 (Grade 7)	45 (Grade 8)
	High School (11)	54	59

\*See Appendix E for Section 618 Table 6.

**Table 7:** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

2005-2006 Participation Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
# of Children with IEPs in grades assessed	15847	15847	17072	17072	18030	18030	18187	18187	18467	18467	18288	18288	13520	13520
# and % of Children with IEPs in regular assessment with no accommodations	8591 54.2%	7659 48.3%	8674 50.8%	7418 43.5%	9282 51.5%	7459 41.4%	9697 53.3%	7718 42.4%	10505 56.9%	8716 47.2%	10271 56.2%	8241 45.1%	Not Available	Not Available
# and % of Children with IEPs in regular assessment with accommodations	3448 21.8%	4812 30.4%	4272 25.0%	5994 35.1%	4367 24.2%	6608 36.7%	4153 22.8%	6425 35.3%	3420 18.5%	5467 29.6%	3455 18.9%	5625 30.8%	Not Available	Not Available
# and % of Children with IEPs in alt. assessment against grade level standards	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
# and % of Children with IEPs in alt. assessment against alt. achievement standards	3513 22.2%	3122 19.7%	3895 22.8%	3479 20.4%	4217 23.4%	3827 21.2%	3790 20.8%	3585 19.7%	4190 22.7%	4080 22.1%	4098 22.4%	4079 22.3%	3035 22.4%	3040 22.5%
Total # and Overall Participation Rate <sup>2</sup>	15552 98.1%	15593 98.4%	16841 98.6%	16891 98.9%	17866 99.1%	17894 99.2%	17640 97.0%	17728 97.5%	18115 98.1%	18263 98.9%	17824 97.5%	17945 98.1%	12343 91.3%	12724 94.1%
			met	met					met			met	not met	not met

Source: MDE/OEAA

<sup>2</sup> The bottom row represents the total #s and rates of students with disabilities who participated in state assessment.



**Table 8:** C. Proficiency rate for children with IEPs against grade level standards and alternative achievement standards.

2005-2006 Proficiency Rate	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Number of Children with IEPs in grades assessed	15847	15847	17072	17072	18030	18030	18187	18187	18467	18467	18288	18288	13520	13520
Total # of Participants <sup>3</sup>	15552	15593	16841	16891	17866	17894	17640	17728	18115	18263	17824	17945	12343	12724
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations	4792 30.8%	5891 37.8%	4280 25.4%	4926 29.2%	4108 23.0%	4009 22.4%	3397 19.3%	2620 14.8%	3320 18.3%	2180 11.9%	2748 15.4%	2228 12.4%	Not Avail-able	Not Avail-able
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations	1170 7.5%	2874 18.4%	1183 7.0%	2868 17.0%	1168 6.5%	2243 12.5%	1666 9.4%	1272 7.2%	770 4.3%	669 3.7%	649 3.6%	936 5.2%	Not Avail-able	Not Avail-able
# and % of Children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable	Not Appli-cable
# and % of Children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards	2332 15.0%	1867 12.0%	2426 14.4%	2167 12.8%	2761 15.5%	2408 13.5%	2580 14.6%	2370 13.4%	2871 15.8%	2485 13.6%	2895 16.2%	2568 14.3%	1915 15.5%	1642 12.9%
Total # and Overall Proficiency Rate for Children with IEPs	8294 53.3%	10632 68.2%	7889 46.8%	9961 59.0%	8037 45.0%	8660 48.4%	7643 43.3%	6262 35.3%	6961 38.4%	5334 29.2%	6292 35.3%	5732 31.9%	3093 25.1%	2763 21.7%

Source: MDE/OEAA

<sup>3</sup> This row was used as the denominator when the "Total # and Overall Proficiency Rate for Children with IEPs" was calculated. The bottom row should be based on the # of students with disabilities participating in the state regular or alternate assessments, not the total # of students with IEPs in a given grade.

**Discussion of Revised Performance Data:**

The data provided in Table 2 illustrate that of the 539 school districts considered for AYP determination, 100% of districts met the State's AYP objectives for the students with disabilities subgroup, based on Michigan's criteria for determining District AYP.

Table 6 provides additional detail related to Table 5 by specifying the number of districts with a grade range for students with disabilities that did NOT make AYP. For example, in 2005-2006 there were 10 districts that did NOT make AYP for the grade range of elementary (3-5) in the content area of English language arts.

For tables 7 and 8, children who are included in the top rows (# of Children with IEPs in grades assessed) but not the bottom rows (Total # and Overall Participation Rate/Total # and Overall Proficiency Rate for Children with IEPs) are accounted for by the number of students at each grade whose assessments were invalid. Students who have invalid assessments are counted as not participating. See the USED approved, June 2005 version of the *Michigan Consolidated State Application Accountability Workbook* for further information."

Table 7 describes the number and percent of children with IEPs in grades 3-8 and 11 who participated in the State's assessment system during 2005-06. This includes the participation rates for students administered the MEAP (regular assessments) and MI-Access (alternate assessments). It also identifies the participation rates for children taking the MEAP assessments with accommodations. Finally, the table provides the overall participation rates for grades 3-8 and 11 in the content areas of English language arts and mathematics.

The proficiency rates described in Table 8 display data for children with IEPs who met the state's criteria for proficient on both the MEAP and MI-Access assessments. These percentages reflect performance in grades 3-8 in the content areas of English language arts and mathematics.

The normal high school test administration in Michigan is currently during the spring of the school year for grade 11 students. Students who are seeking to qualify for dual enrollment in 11<sup>th</sup> grade, however, are permitted to take the assessments in the 10<sup>th</sup> grade. The assessment results from the normal test administration, at the end of the 11<sup>th</sup> grade, will be used for AYP with the exception that students who demonstrate proficiency in 10<sup>th</sup> grade or fall 11<sup>th</sup> grade may have their achievement and participation status carried forward into the 11<sup>th</sup> grade test administration of their cohort for calculation of AYP and the participation rate.

While students are allowed to retest for Michigan Merit Award scholarship purposes in the 12<sup>th</sup> grade, a 12<sup>th</sup> grade score does *not* count for AYP or the participation rates.

To calculate the participation rate for high schools, the number of students enrolled in the 11<sup>th</sup> grade will be the “universe” of students that are expected to participate in the assessment. A student will be counted as participating if the student takes the assessment in the 10<sup>th</sup> grade for dual enrollment or in the 11<sup>th</sup> grade. High school results, including achievement and participation, will be reported for AYP by 11<sup>th</sup> grade cohort.

These formulas and data will be simplified in 2006-07 as Michigan moves from the MEAP grade 11 assessments to the new Michigan Merit Examination, which includes numerous components that result in scores in the content areas of English language arts, mathematics, science, and social studies.

### **Measurable and Rigorous Targets: - District AYP**

NCLB requires states to set AYP targets/objectives for the content areas of English language arts and mathematics. Using Michigan’s USED approved criteria, these targets/objectives are applied when calculating school and district AYP. For the 2005 SPP, each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to AYP targets/objectives. For Indicator 3, the team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

- State general education goals/targets.
- MDE NCLB AYP targets set for English language arts and mathematics and approved by the Michigan State Board of Education for all students.

According to the baseline data (FFY 2004), 476 (87.8%) of the 542 school districts with AYP determination met the State’s AYP objectives for disability subgroup. Using the 88% baseline, the following targets were set for the six year plan. As noted in Table 2, 100% of districts met the State’s AYP targets/objectives for 2005-2006, thereby exceeding the targets below.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	Percent of School Districts making AYP for the disability sub-group: 88%
2006 (2006-2007)	Percent of School Districts making AYP for the disability sub-group: 88%
2007 (2007-2008)	Percent of School Districts making AYP for the disability sub-group: 91%
2008 (2008-2009)	Percent of School Districts making AYP for the disability sub-group: 94%
2009 (2009-2010)	Percent of School Districts making AYP for the disability sub-group: 97%

FFY	Measurable and Rigorous Target
2010 (2010-2011)	Percent of School Districts making AYP for the disability sub-group: 98%

### Measurable and Rigorous Targets: – Participation

Starting in 2005-2006 MEAP and MI-Access assessed English language arts and mathematics in grades 3-8. This resulted in the formula for calculating participation rates for a school to change from calculating participation rates for each grade of (4, 7, 8, and 11) to calculating participation rates for all of the grades assessed in a school building. NCLB requires that a minimum of 95% of all students participate in state assessment (general and alternate). Therefore, Michigan has set the same participation targets for students with disabilities. Michigan and the OSE-EIS will continue to invest in efforts that will maintain and improve the current participation rates.

**Table 9:**

Measurable and Rigorous Target							
School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005-06	95%	95%	95%	95%	95%	95%	95%
2006-07	95%	95%	95%	95%	95%	95%	95%
2007-08	95%	95%	95%	95%	95%	95%	95%
2008-09	95%	95%	95%	95%	95%	95%	95%
2009-10	95%	95%	95%	95%	95%	95%	95%
2010-11	95%	95%	95%	95%	95%	95%	95%

**Table 10:**

Measurable and Rigorous Target							
School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005-06	95%	95%	95%	95%	95%	95%	95%
2006-07	95%	95%	95%	95%	95%	95%	95%
2007-08	95%	95%	95%	95%	95%	95%	95%
2008-09	95%	95%	95%	95%	95%	95%	95%
2009-10	95%	95%	95%	95%	95%	95%	95%
2010-11	95%	95%	95%	95%	95%	95%	95%

**Measurable and Rigorous Targets: – Proficiency**

Under NCLB and Michigan's *Education YES!* Accountability System, the State Board of Education has set targets for all students. Targets for proficiency are the same targets for all students.

**Table 11:**

School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%

Michigan made the decision to separate ELA into two distinct components: reading and writing, effective FFY 2009-2010. Reading is still assessed statewide in grades 3-8 and 11, while writing is only assessed statewide in grades 4, 7 and 11. Since the prior AYP proficiency targets were based on total ELA scores and not just reading, Michigan decided to increase the proficiency targets for reading.

School Year	Reading						
	Grade						
	3	4	5	6	7	8	11
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	70%	69%	68%	67%	66%	65%	71%

**Table 12:**

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2005-2011	Implement ELA and mathematics assessment in grade 3 through 8.	OSE-EIS, OEAA, LEAs and ISDs
2005-2011	Implement Functional Independence Assessment as part of MI-Access.	OSE-EIS, OEAA, LEAs and ISDs
2005-2011	Implement required elements of the NCLB accountability systems as outlined in the Michigan Consolidated State Application Accountability Workbook, including: <ul style="list-style-type: none"> <li>• Membership in MDE workgroups</li> <li>• Continued support for improvements to the Michigan DRAFT <i>Guidelines for Determining Participation in State Assessment for Students with Disabilities</i>.</li> </ul>	OSE-EIS, OEAA, MDE workgroups
2006-2008	Determine the role of the OSE-EIS Continuous Improvement and Monitoring System (CIMS) Service Provider Self Review (SPSR) component with respect to participation and proficiency in statewide assessments. Determine if performance on statewide assessments should become a Focused Monitoring priority.	OSE-EIS, CIMS, LEAs and ISDs
2005-2011	Participate with Office of School Improvement, Field Services Unit teams to provide Targeted Technical Assistance to High Priority Schools.	OSE-EIS, OSI/Field Services, LEAs and ISDs
2005-2011	Determine the level of involvement with Michigan's State Improvement Grant (SIG) building level systems change model.	OSE-EIS, SIG Grant staff, LEAs and ISDs
2005-2011	Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) to develop support systems and sustained implementation of a data-driven, problem-solving model.	OSE-EIS, MiBLSi, LEAs and ISDs
2005-2008	Continue to update the current Online Learning Programs related to what MI-Access Coordinators and assessment administrators should do before, during and after administering the MI-Access assessments. Use the new training videotape <i>In Michigan All Kids Count</i> , the updated manuals, Web casts and teleconferences for technical assistance.	OSE-EIS, OEAA/MI-Access, LEAs & ISDs

Timelines	Activities	Resources
2005-2007	Improve the production of the MEAP Braille and enlarged print assessment.	OEAA and MEAP/MI-Access Contractors
2005-2006	Pilot DRAFT <i>Guidelines for Determining Participation in State Assessment for Students with Disabilities</i> . Revise based on feedback from stakeholders.	OEAA and MEAS Contractor Stakeholders, LEAs and ISDs
2005-2011	Continue dissemination of information on the appropriate use of assessment accommodations, using conference sessions, joint presentations with accommodations/assistive technology groups and newsletter articles.	OEAA and the MEAS Contractor, OSE-EIS, LEAs and ISDs
2007-2009 2007-2011 <i>Inserted 2/1/2008</i>	As part of its efforts to ensure the appropriate participation of all students with disabilities in statewide assessment, Michigan has chosen to develop an Alternate Assessment based on Modified Achievement Standards (AA-MAS). Michigan has received a General Supervision Enhancement Grant (GSEG) from the U.S. Department of Education to develop and implement the assessment, as well as a comprehensive online learning program designed to ensure appropriate student participation and support instruction. Michigan's AA-MAS will be piloted in Winter 2009 (January-February) and operational in Fall 2009 (October-November).	OEAA, OSE-EIS
2008-2011 <i>Inserted 2/1/2008</i>	The National Alternate Assessment Center (NAAC) has recently completed a comprehensive alignment study of all three of Michigan's Alternate Assessments based on Alternate Achievement Standards (AA-AAS). As a result, Michigan now has a significant amount of data indicating the alignment between these AA-AAS and state content standards. Michigan will review this data and make needed revisions to the assessment design or items necessary to ensure that state content standards are being appropriately measured for each student population assessed by Michigan's three AA-AAS in the content areas of English language arts, mathematics, and science.	NAAC, OEAA, OSE-EIS
2007-2011 <i>Inserted 2/1/2008</i>	The MDE, as part of a state consortium, has been awarded a three year General Supervision Enhancement Grant (GSEG) from the U.S. Department of Education to study the consequential validity of Alternate Assessments based on Alternate Achievement Standards (AA-AAS). Michigan, along with Pennsylvania, Wisconsin, and the North Central Regional Resource Center (NCRRC) will conduct a nine-year longitudinal	OEAA, OSE-EIS, NCRRC

Timelines	Activities	Resources
	study to gather consequential evidence.	
2008-2011 <i>Inserted 2/1/2009</i>	The OEAA will make all the artwork used on its science and mathematics Alternate Assessments based on Alternate Achievement Standards (AA-AAS) available for teachers to incorporate into instruction.	OEAA
2008-2011	Michigan will enhance its AA-AAS item writing procedures.	OEAA
2009-2011 <i>Inserted 2/1/2010</i>	Systemically monitor students with disabilities' participation in state assessment, verify the student's IEP designates the state assessment, confirm the appropriate state assessment was given, verify the provision of accommodations, if specified in IEP and verify the assessment selected for English language learners with disabilities.	OEAA, OSE-EIS, CIMS-2
2009-2011 <i>Inserted 2/1/2010</i>	Develop and disseminate guidelines on selecting the appropriate assessment for students with disabilities.	OEAA, ASWD Advisory Committee
2009-2011 <i>Inserted 2/1/2010</i>	Develop and disseminate tools to assist districts in using standards-based IEPs.	OEAA, OSE-EIS
<b>Contact Information:</b> Vince Dean, State Assessment Manager (517) 241-2694 <a href="mailto:deanv@michigan.gov">deanv@michigan.gov</a>		Assessment for Students with Disabilities Program, Office of Educational Assessment and Accountability

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)



## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, review of the methodology used for determining significant discrepancy resulted in modifications to the calculation and the targets.
3. The previous SPP section for this indicator is included as Appendix F as a historical reference.

### Monitoring Priority: FAPE in the LRE<sup>29</sup> / Suspension/Expulsion

#### Indicator 4A:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with Individualized Education Program (IEPs); and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Measurement:

- A. Percent =  $\left[ \left( \frac{\text{\# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs}}{\text{\# of districts in the State}} \right) \times 100 \right]$ .
- B. Percent =  $\left[ \left( \frac{\text{\# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than ten days in a school year of children with IEPs; and (b) policies procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}}{\text{\# of districts in the State}} \right) \times 100 \right]$ .

<sup>29</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Definition of Significant Discrepancy**

The Office of Special Education and Early Intervention Services (OSE-EIS) identifies a district as having a significant discrepancy if more than five percent of its students with disabilities were suspended/expelled for greater than ten days (cumulatively during the school year). Districts with fewer than five students with disabilities suspended or expelled for greater than ten days were exempt from significant discrepancy calculations.

**Overview of Issue/Description of System or Process:**

School districts report disciplinary actions for students with IEPs through the state's computerized student data system operated by the Center for Educational Performance and Information. School districts are expected to report, for every student with an IEP, the number and total length of each type of disciplinary action across the school year. For this indicator, the calculation is based on out-of-school suspensions/expulsions greater than ten days, either in one incident or an accumulation.

Collection of discipline data began in 2003-2004. While the data collected initially was regarding suspensions/expulsions greater than ten days, the data collected now covers all disciplinary actions of one-half day or longer and are used for purposes beyond this indicator. For the history of data collection for this indicator (see Appendix F).

There has been a continual increase in the amount of discipline data reported in each subsequent year. This increase is at least in part attributable to greater participation and accuracy in reporting. Districts have realized their accountability for reporting on this indicator as a result of focused monitoring activities and other communications from the Michigan Department of Education. Also, verification procedures were completed for discipline data every year beginning with the 2004-2005 school year data.

**New Baseline Data for FFY 2009 (2008-2009)**

Percent of Michigan school districts were identified as having a significant discrepancy in long-term suspensions/expulsions among students with disabilities using the 2008-2009 discipline data. Since Michigan does not collect universal suspension/expulsion data on general education students, a comparison with that population or all students is not possible.

**Discussion of Baseline Data**

The new baseline data and performance relative to the newly established targets will be included in the FFY 2009 Annual Performance Report (APR) submitted February 1, 2011 in accordance with the Office of Special Education Programs (OSEP) data lag requirement to include the results of focused monitoring.

**New Measurable and Rigorous Targets:**

The process for setting new measurable and rigorous targets included:

- A review of the current status of Michigan's data
- A review of other states' targets
- Consideration of the need to verify data reported to the State Education Agency

To align with the calculation methodology being used to identify districts as having a significant discrepancy for the FFY 2009; the FFY 2009 and FFY 2010 were changed. The targets were set with stakeholder input through the OSE-EIS Data Advisory Committee and The Special Education Advisory Committee (SEAC).<sup>30</sup> The revised definition of significant discrepancy provided an opportunity to establish more rigorous and equitable targets.

FFY	Measurable and Rigorous Targets
Targets established per previous definition of significant discrepancy.	
2006 (2006-2007)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be maintained at <10%.
2007 (2007-2008)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <9%.
2008 (2007-2008)	In March 2009, the OSEP required a one year data lag for this indicator repeating FFY 2007 data.
Targets established per new definition of significant discrepancy.	
2009 (2008-2009 data)	<5.5% of districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.
2010 (2009-2010 data)	<5.0% of districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.

<sup>30</sup> Michigan's IDEA mandated special education State Advisory Panel.

2011 (2010-2011 data)	<4.5% of districts will have a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.
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**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
January – February 2006	Complete a review of LEAs that show significant discrepancy in the suspension/expulsion of students with IEPs.	OSE-EIS Grantees/ Statewide Initiatives
2005-2008	Districts required to complete a statement of assurance for data validity, ensuring 100% compliance with data submission per suspension and expulsion data.	OSE-EIS staff LEAs ISDs, CEPI
Jan. 2006 – April, 2006	Develop and implement a process/rubric for reviewing policies, procedures and practices of LEAs that demonstrate significant discrepancy in suspension and expulsion.	OSE-EIS staff and Consultants CIMS staff Stakeholders Grantees
April - October 2006	Apply appropriate levels of intervention including compliance agreements and /or sanctions to those districts found out of compliance on this indicator.	CIMS staff Contractors Grantees
April, 2006	Submit a report of progress on the implementation of this plan to the OSEP.	OSE-EIS staff
Nov, 2006	Report the results of the implementation of this plan to the OSEP.	OSE-EIS staff
2006-2007	Utilize the Michigan IDEA Leadership Institute to provide statewide training for education administrators and others on the improvement of special education suspension and expulsion rates.	OSE-EIS staff Education Administrators
2006-2008	Work with Michigan's Compliance Information System (MI-CIS) data system referent group and LEA/ISD stakeholders to develop a discipline data collection process to be followed by all districts.	OSE-EIS staff MI-CIS Referent Group LEAs and ISDs
2006-2011	Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	OSE-EIS staff Stakeholders
2007-2009	Develop a folder/module for the Mi-Map statewide	OSE-EIS staff

Timelines	Activities	Resources
<i>Deleted 2/2/2009</i>	school improvement toolkit to facilitate dissemination of information and technical assistance on special education suspension/expulsions to a broader audience including LEA school improvement teams.	LEAs and ISDs
2008-2011 <i>Deleted 2/1/2010</i>	Incorporate training on disproportionality issues related to suspension/expulsion with training designed to address issues identified in Indicators 9 and 10.	OSE-EIS staff LEAs and ISDs
2006-2009	Provide information and technical assistance from the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) project to districts that demonstrate a significant discrepancy in rate of suspension/expulsion.	OSE-EIS staff MiBLSi staff
2008-2011 <i>Inserted 2/2/2009</i>	Collaborate with MiBLSi personnel to continue to reduce the rate of suspensions/expulsions in the state.	MiBLSi staff, OSE-EIS staff, MI3 staff
2010-2011 <i>Inserted 2/1/2011</i>	Provide Technical Assistance in response to major patterns of focused monitoring findings for example; create a webinar <i>based on the OSE-EIS Discipline Guidance</i> document.	OSE-EIS, Continuous Improvement and Compliance Unit, CIMS

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. Indicator 4B is a compliance indicator with a target of zero percent.
3. In March 2009, the Office of Special Education Programs (OSEP) designated Indicator 4B as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP and Annual Performance Report (APR).
4. In March 2009, the OSEP instituted a one-year data lag for this indicator so that the required monitoring elements could be completed prior to report submission. Therefore, FFY 2008 (2008-2009) data are reported in this FFY 2009 SPP.
5. Methodology used to calculate significant discrepancy is described later in this document.
6. The previous SPP section for this indicator is included as Appendix G of the SPP as a historical reference.

### Monitoring Priority: FAPE in the LRE<sup>31</sup> / Suspension/Expulsion

(Compliance Indicator)

#### Indicator 4B:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year of children with Individualized Education Programs (IEPs); and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Measurement:

Percent = [(of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards) divided by the (#of districts in the state times 100)].

Include State's definition of "significant discrepancy."

<sup>31</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Definition of Significant Discrepancy:**

A ratio<sup>32</sup> is calculated for each racial/ethnic group within a district based on the number of students suspended/expelled greater than 10 days. The ratio used depends upon the district's demographic characteristics.

The Weighted Risk Ratio is used when the district's racial/ethnic distribution does not vary significantly from the state's distribution. The Risk Ratio is used when the district's racial/ethnic distribution varies significantly from the state's distribution. The Alternative Risk Ratio is used when the comparison group contains less than 10 students with IEPs.

For this indicator Michigan defines "significant discrepancy" as a ratio greater than 2.0 indicating that students in the racial/ethnic group have a significantly greater risk of being suspended/expelled for greater than 10 days.

Districts with fewer than five students with IEPs suspended/expelled for greater than 10 days are excluded from the significant discrepancy calculation, as are racial/ethnic groups with fewer than three students with IEPs suspended/expelled for greater than 10 days.

Michigan does not collect universal suspension/expulsion data on general education students, therefore a comparison with that population is not possible.

**Overview of Issue/Description of System or Process:**

School districts report disciplinary actions for students with IEPs through the Michigan Student Data System operated by the Center for Educational Performance and Information (CEPI). School districts are expected to report, for every student with an IEP, the number and total length of each type of disciplinary action across the school year. For this indicator, the calculation is based on out-of-school suspensions/expulsions greater than 10 days, either in one incident or an accumulation, by race/ethnicity.

The Office of Special Education and Early Intervention Services (OSE-EIS) verified FFY 2008 data for all districts that reported zero disciplinary actions or that suspended/expelled less than 1 percent of the districts' students with IEPs. Some school information systems default to zero when fields are left blank, so verification is necessary to determine the accuracy of the zeros. As a result of this verification process, 343 additional students with IEPs were reported as receiving out-of-school suspensions/expulsions greater than 10 days.

The monitoring of districts identified as having a significant discrepancy in their rate of suspension/expulsions is an integral part of this indicator's measurement. Districts with a ratio greater than 2.0 for any racial/ethnic group are identified for focused monitoring. The OSE-EIS reviews districts' policies, procedures and

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<sup>32</sup> See detailed set of Business Rules in Appendix H.

practices to determine whether they contributed to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

#### **Baseline Data for FFY 2008 (2008-2009):**

Sixty-seven districts were identified as having a significant discrepancy in the rates of suspension/expulsion of greater than 10 days for at least one racial/ethnic group. Twenty-two districts were excluded from the significant discrepancy calculation because they had fewer than five students suspended/expelled for greater than 10 days. During February and March 2010, the OSE-EIS conducted forty-seven focused monitoring on-site reviews and twenty desk audits of these districts' policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the *Individuals with Disabilities Education Act*.

After monitoring, 53 of the 67 districts were found to have inappropriate policies, procedures and/or practices that contributed to the significant discrepancy. Two of these districts had a significant discrepancy in two racial/ethnic groups. Each of the 53 districts was issued findings of noncompliance in the spring of 2010. The FFY 2008 baseline of 53 districts equals 6.5 percent of the 821 districts that submitted discipline data for students with IEPs. The table below displays these 53 districts by the racial/ethnic group(s) which had a significant discrepancy. Upon notification of findings of noncompliance, these 53 districts were required to develop and implement a corrective action plan to come into compliance as soon as possible but in no case later than one year including verification.

Statewide, 3.1 percent of students with IEPs were suspended/expelled for greater than 10 days.

<b>Racial/Ethnic Group with Significant Discrepancy</b>	<b>Number of Districts with Findings of Noncompliance</b>	<b>Percentage of Districts with Findings of Noncompliance</b>
American Indian	3	0.4%
Asian	0	0%
Black	48	5.8%
Hispanic	3	0.4%
White	1	0.1%

Source: Single Record Student Database (SRSD), verification review, monitoring data from the Continuous Improvement and Monitoring System (CIMS)



**Measurable and Rigorous Targets:**

FFY	Measurable and Rigorous Target
2008 (2008-2009)	<b>0%</b> of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year of the children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirement related to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
2009 (2009-2010)	<b>0%</b> of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year of the children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirement related to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.
2010 (2010-2011)	<b>0%</b> of districts will have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year of the children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirement related to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards.

**Discussion of Baseline Data:**

The FFY 2008 baseline of 6.5 percent is the percent of districts identified as having 1) significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race/ethnicity, and 2) policies, procedures or practices that contribute to the significant discrepancy, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2010-2011	Provide technical assistance providers with consistent guidance in response to patterns of focused monitoring findings.	OSE-EIS Continuous Improvement and Compliance Unit
2010-2011	Provide tools for districts to access and review their racial/ethnic patterns of discipline data.	OSE-EIS Performance Reporting Unit, Wayne State University, CEPI Michigan Student Data System Team (Discipline Report)
2010-2011	Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) personnel to reduce the rate of disproportionate suspensions/expulsions in the state.	OSE-EIS, MiBLSi

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. The 2005/2006 data presented in this indicator report serve as a new baseline as requested by the Office of Special Education Programs (Dr. Al Jones), because they are based on a new data collection formula and are not comparable to data presented in the original 2005 (2004-05) SPP report. A comparison of future data to 2005-06 data presented in this revised SPP will provide a more accurate demonstration of Michigan's performance on LRE.
3. For this indicator, the stakeholder team reviewed new state data for LRE that more accurately reflect the amount of time students spend in the regular classroom, special education settings within regular education buildings, and separate facilities. This new data collection procedure was projected in the 2005 SPP and required the Office of Special Education and Early Intervention Services (OSE-EIS) to review and update information relative to its baseline and targets for LEA performance. The stakeholder team reviewed national and regional data and emerging policy initiatives, such as high school reform, that could impact Least Restrictive Environment (LRE).
4. Updated targets established for 2006-2010 are based on the national summary provided in the *Analysis of Part B State Performance Plans, Summary Document*, compiled 9/13/06 by the Office of Special Education Programs. They also reflect broad stakeholder input.

### Monitoring Priority: FAPE in the LRE<sup>33</sup> / Educational Environments

#### Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

#### Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

<sup>33</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Overview of Issue/Description of System or Process:**

The OSE-EIS monitors the provision of services in the Least Restrictive Environment (LRE) by reviewing these data annually, along with the results of local district self review improvement plans. Districts whose LRE percentages vary significantly from the state targets are considered for focused monitoring. Historically, Michigan required districts to compute LRE data as the time a student spent with a special education provider. These Full Time Equivalency (FTE) data often did not accurately reflect the time students received:

- ancillary services such as speech or occupational therapy.
- special education teacher co-teaching support in the regular classroom.

Therefore, beginning with the 2005 student count, Michigan implemented a new LRE reporting mechanism to reflect more accurately the amount of time each student spends in the regular classroom, special education settings within regular education buildings, and separate facilities. It is not possible to retroactively recalculate the 2004-2005 data using the new methodology. This new procedure also reflects a renewed emphasis on promoting the placement of students with disabilities in general education to the maximum extent appropriate.

Data changes were anticipated in the 2005 State Performance Plan (SPP). It was suggested at that time that new targets would be considered in the 2006 State Performance Plan, because the data would reflect these procedural and system modifications.

At the same time, Michigan renewed efforts to improve the accuracy of the LRE data that districts reported. The results of these technical assistance efforts were especially evident in the separate facility setting data. Eight districts were contacted to determine the reasons their separate facility setting data for 2005 increased significantly from their 2004 data. All reported that the OSE-EIS efforts to assure accuracy of data resulted in their changed and more accurate reporting practices.

- One large urban district reported no students in separate facilities in 2004, but actually served more than 1,000 students in separate facilities. In 2005, that district, with the assistance of the ISD data staff, accurately reported the students in these facilities.
- In 2004, one special education charter school was unaware of its status as a separate facility and therefore, did not use the separate facilities code for any of its students. The school changed its reporting procedure after receiving clarification that it is considered a separate facility.
- Two other districts added programs and services in separate special education facilities that resulted in increases in the number of students served in these settings.
- One LEA was forced to move its general education programs out of a facility previously shared with the district's low incidence program because of growth in the general education population. This resulted, by default, in the creation of a segregated special education facility.

In addition, Michigan implemented revised definitions of some of the data fields used to report the percentage of students in special education settings, affecting the students served in Department of Corrections facilities. Previously, these facilities counted their students under their own "correctional facility" code. This was changed in the December 1 student count to "separate facility", a change that effected an increase of 151 students.

**Original Baseline Data for FFY 2004 (2004-2005):**

**Table 1:**

Percentage of Students by Placement for Ages 6-21 by Disability December 2004

<b>Time Spent With a Special Education Provider</b>	<b>0-20%</b>	<b>21-60%</b>	<b>61-100%</b>	<b>Separate Facility</b>	<b>Total</b>
Speech & Language Impairment (N=43,452)	91.7	5.8	2.2	0.3	100
Visual Impairment (N=813)	62.6	18.7	16.7	2.0	100
Other Health Impairment(N=12,619)	50.9	35.0	13.1	1.0	100
Hearing Impairment (N=2,901)	48.4	21.2	25.6	4.8	100
Early Childhood Developmental Delay (N=968)	48.2	21.7	27.0	3.1	100
Physical Impairment (N=5,391)	47.4	26.4	23.9	2.3	100
Specific Learning Disability (N=96,413)	38.1	42.9	18.6	0.4	100
Traumatic Brain Injury (N=429)	37.1	29.8	26.8	6.3	100
Emotional Impairment (N=19,682)	30.4	29.6	29.9	10.1	100
Autism (N=7,318)	30.0	19.5	35.8	14.7	100
Cognitive Impairment N=25,041)	5.5	21.6	60.9	11.9	100
Severe Multiple Impairments (N=2,858)	2.3	2.7	36.2	58.8	100
Total Percent	<b>44.9</b>	29.2	<b>22.0</b>	<b>4.0</b>	100
Total Number	(97,760)	(63,559)	(47,846)	(8,720)	217,885

Source: MI-CIS

**Revised Baseline Data for FFY 2005 (2005-2006) (using new calculation):**

- A. 54.0% of students with IEPs aged 6-21 are removed from the regular classroom less than 21% of the day.
- B. 17.9% of students with IEPs aged 6-21 are removed from the regular classroom greater than 60% of the day.
- C. 5.2% of students with IEPs are served in separate facilities.

**Table 2: Michigan Percentages of Students by Placement for Ages 6-21  
by Disability for 2005**

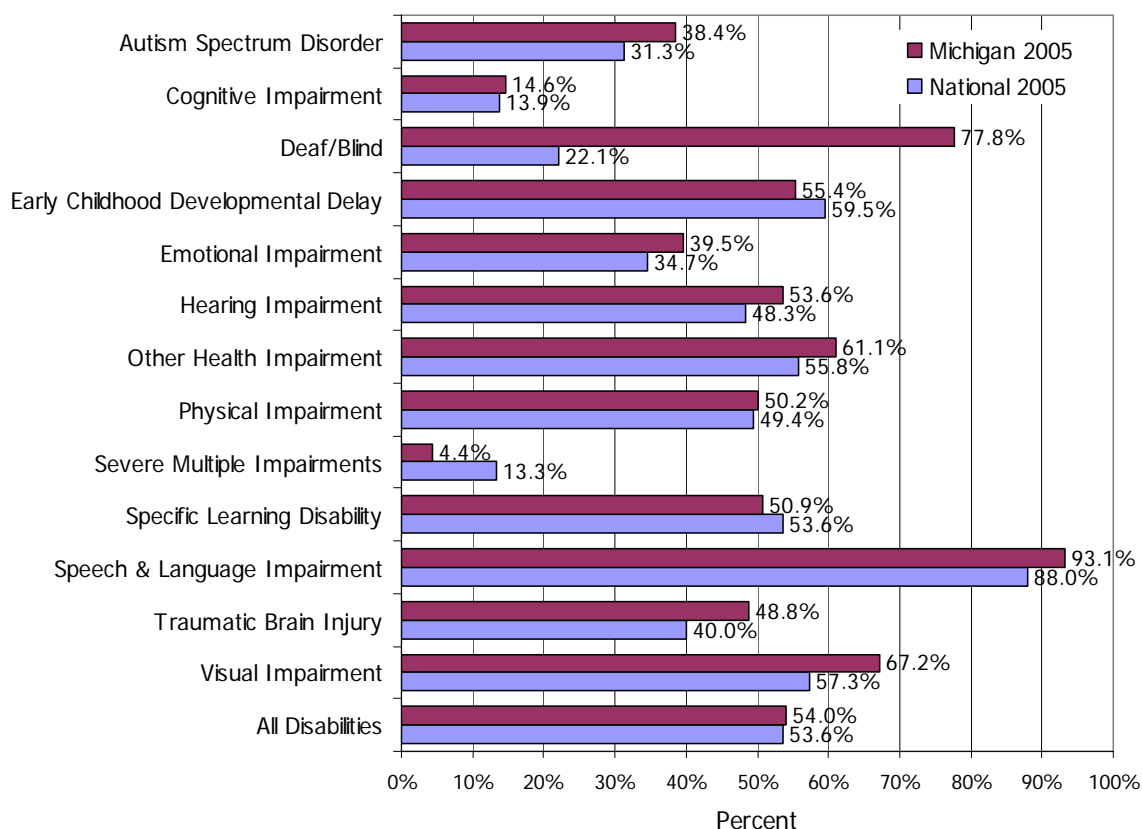
<b>Disability</b>	<b>&lt;21%<sup>34</sup></b>	<b>21-60%</b>	<b>&gt;60%</b>	<b>Separate Facility</b>	<b>Total</b>
Autism Spectrum Disorder (n=8,561)	38.4%	16.7%	30.0%	14.9%	100%
Cognitive Impairment (n=24,548)	14.6%	17.8%	51.2%	16.3%	100%
Deaf/Blind <sup>35</sup> (n=9)	77.8%	0.0%	11.1%	11.1%	100%
Early Childhood Developmental Delay (n=1,189)	55.4%	19.4%	21.9%	3.3%	100%
Emotional Impairment (n=19,039)	39.5%	24.5%	23.8%	12.2%	100%
Hearing Impairment (n=2,885)	53.6%	17.9%	21.2%	7.3%	100%
Other Health Impairment (n=15,899)	61.1%	26.5%	9.8%	2.6%	100%
Physical Impairment (n=4,539)	50.2%	19.0%	27.2%	3.6%	100%
Severe Multiple Impairments (n=2,903)	4.4%	2.0%	24.4%	69.2%	100%
Specific Learning Disability (n=94,646)	50.9%	33.4%	15.0%	0.8%	100%
Speech and Language Impairment (n=43,779)	93.1%	4.9%	1.6%	0.3%	100%
Traumatic Brain Injury (n=531)	48.8%	24.9%	19.6%	6.8%	100%
Visual Impairment (n=789)	67.2%	16.0%	13.3%	3.5%	100%
Total Percent	54.0%	23.0%	17.9%	5.2%	100%
Total Number	118,455	50,334	39,182	11,346	219,317

Source: MI-CIS

<sup>34</sup> Removal from the regular education classroom less than 21% of the day.

<sup>35</sup> The deaf/blind disability category is new for the state of Michigan. In the past, students had been coded as having hearing impairments, visual impairments, or severe multiple impairments.

**Figure 1: Comparison of Michigan and National Average Percentage of Students, ages 6-21 By Disability, Removed from the Regular Classroom Less Than 21% of the Day**



Sources: Dec 1, 2005 MI-CIS and IDEAdata.org

### Discussion of Revised Baseline Data:

In 2005-2006, 54% of students were removed from the regular education setting less than 21% of the day, in order to receive their special education instruction and related services. Slightly less than 18% of students were removed from the general education setting for more than 60% of their day in order to receive their specialized instruction. The percentage of students placed in separate facilities was slightly more than 5%.

The OSE-EIS implemented a new LRE data collection procedure during the 2005-2006 school year. These data can not be compared directly to that of previous years, therefore the OSE-EIS is providing updated baseline data per OSEP's request, that will be used to set new measurable and rigorous targets for 2006-2010. The OSE-EIS believes this new data collection procedure more accurately reflects the status of Michigan LRE.

Additionally, as a result of the technical assistance provided to the districts, the data collected in the 2005-2006 reporting period is significantly more accurate. This

is especially evident in the separate facility data. Based on Michigan's revised baseline data, new targets have been proposed for 2006-2011.

<b>FFY</b>	<b>Original Measurable and Rigorous Targets Per 2005 SPP</b>
<b>Original submission</b> 2005 (2005-2006) <b>Using original calculation</b>	A. Increase the percentage of students served outside the regular class <21% of the time from 44.9% to 46%. B. Decrease the percentage of students served outside the regular class >60% from 22% to 21.5%. C. Decrease the percentage of students served in separate facilities to < 4.0%.
<b>Revised Measurable and Rigorous Targets Per December 1, 2005 Baseline (requested per OSEP)</b>	
2006 (2006-2007) <b>Using new calculation</b>	A. Increase the percentage of students served outside the regular class <21% of the time from 54% to 55%. B. Decrease the percentage of students served outside the regular class >60% of the time from 17.9% to 16.9%. C. Decrease the percentage of students served in separate facilities to 5.1%
2007 (2007-2008)	A. Increase the percentage of students served outside the regular class <21% of the time from 55% to 57%. B. Decrease the percentage of students served outside the regular class >60% of the time from 16.9% to 15.4%. C. Maintain the percentage of students served in separate facilities to 5.1%.
2008 (2008-2009)	A. Increase the percentage of students served outside the regular class <21% of the time from 57% to 59%. B. Decrease the percentage of students served outside the regular class >60% of the time from 15.4% to 13.9%. C. Decrease the percentage of students served in separate facilities to 5.0%.
2009 (2009-2010)	A. Increase the percentage of students served outside the regular class <21% of the time from 59% to 61%. B. Decrease the percentage of students served outside the regular class >60% of the time from 13.9% to 12.4%. C. Decrease the percentage of students served in separate facilities to 4.9%.
2010 (2010-2011)	A. Increase the percentage of students served outside the regular class <21% of the time from 61% to 63%. B. Decrease the percentage of students served outside the regular class >60% of the time from 12.4% to 11.9%. C. Decrease the percentage of students served in separate facilities to 4.8%.



**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2006-2007	Continue to consider districts for participation in Focused Monitoring based upon their LRE performance data. At least 16 districts will participate in Focused Monitoring based on their average LRE performance over three school years. These districts are significantly below the state target.	OSE-EIS Continuous Improvement and Monitoring System (CIMS) team LEAs
2006-2009 <i>Revised</i> 2/2/2009	Review the CIMS LEA Service Provider Self Review (SPSR) data to analyze the LRE Key Performance Indicator (KPI) ratings. This LEA data will be factored into the identification of districts targeted for technical assistance.	OSE-EIS CIMS team ISDs LEAs
2006-2007 <i>Deleted</i> 2/2/2009	Develop a rubric for ISDs to use with LEAs that have been identified for technical assistance as a result of their SPSR data. The rubric will help districts identify root causes for their LRE percentages and move their LRE percentages closer to the state targets.	OSE-EIS CIMS team ISDs
2006-2011	Gather, verify, and analyze district LRE data by disability category, ethnicity, and community size (urban, suburban, and rural). Where discrepancies exist, implement activities including use of a rubric to be developed. Districts will be required to review and rate their policies and procedures related to their LRE data and develop corrective action plans (CAPs).	OSE-EIS Information Management Team, ISDs and LEAs
2006-2011 <i>Revised</i> 2/2/2009	Verify and analyze educational environment data for the set of districts whose percentages of students with disabilities in general education 80% or more of the day vary most significantly from the state targets. Assist districts in reviewing policies and procedures related to environments data, and require them, as needed, to develop and implement corrective action plans.	OSE-EIS Information Management Team ISDs LEAs
2006-2011	Provide technical assistance to districts to assist them with issues such as: <ul style="list-style-type: none"> <li>understanding how to report LRE time accurately. This activity will concentrate on defining what constitutes time in special education settings and time in regular education.</li> </ul> helping data entry staff in LEAs and ISDs to improve the accuracy and consistency of student data reporting. Emphasize accuracy of data supplied for separate facilities.	OSE-EIS TA team ISDs

Timelines	Activities	Resources
2006-2011 <i>Revised</i> 2/1/2010	Prioritize targeted districts to receive technical assistance from Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), a Response to Intervention (RtI) initiative which provides training and supports for school wide Positive Behavioral Interventions and Supports (PBIS) and literacy achievement.	OSE-EIS Program Improvement, MiBLSi, PBIS, SIG, ISDs
2006-2011 <i>Revised</i> 2/1/08	The OSE-EIS will work with the CEPI, the Office of Educational Assessment and Accountability (OEAA) and the Office of School Improvement (OSI) in order to develop processes to streamline access state performance data.  Once the performance data and the setting data are available in a format which allows comparisons, the OSE-EIS will seek assistance from expert resources to assist with data analysis.	OEAA, OSE-EIS Information Management Unit, Institutes of Higher Education School Administrators
2006-2011 <i>Inserted</i> 2/1/2008	Convene an ISD staff stakeholder group to identify districts where a high percentage of students are served <21% outside the regular classroom and who also have improving achievement data in order to determine best practice and essential elements of their delivery systems. Models will be disseminated to the field through Michigan's IDEA Leadership Institute.	OSE-EIS Program Improvement unit, ISDs, LEAs
2009-2011 <i>Inserted</i> 2/1/2008	Convene an ISD and LEA staff stakeholder group to study districts where a high percentage of students are served <21% outside the regular classroom and who also have improving performance data in order to determine best practice and essential elements of their delivery systems. Models will be disseminated to the field through Michigan's IDEA Leadership Institute and other technical assistance mechanisms.	OSE-EIS PA and PI staff
2007-2008 <i>Inserted</i> 2/1/2008	In response to the factors related to slippage, the OSE-EIS is re-aligning its efforts to raise the visibility of practices, procedures, and policies in high performing districts relative to educational environments. These strategies will be shared to assist districts in their improvement planning.	OSE-EIS PA, PI, and MI3 staff
<del>2007-2008</del> 2007-2011 <i>Revised</i> 2/2/2009	The OSE-EIS SPP indicator leads analyze how educational environments impacts other indicators, particularly disproportionate representation and post-secondary outcomes. Indicator leads will do cross-cutting work among educational environments, disproportionate representation, and post-secondary outcomes.	SPP Core Team and Indicator Leads

Timelines	Activities	Resources
2008-2011 <i>Inserted 2/1/2008</i>	Develop and implement a more integrated set of activities across: <ul style="list-style-type: none"> <li>• The FAPE in the LRE SPP indicators</li> <li>• The Michigan's State Personnel Development Grant, Michigan's Integrated Improvement Initiative (MI3)</li> <li>• Michigan 's emerging work with the NCSEAM General Supervision Framework</li> </ul>	OSE-EIS, Grantees, NCRRC
2008-2011 <i>Inserted 2/2/2009</i>	Districts which fail to correct instances of noncompliance within one year will be required to revise their corrective action plans to achieve compliance. The districts will receive increased OSE-EIS onsite technical assistance including close supervision of the implementation of the revised corrective action plan.	OSE-EIS staff, ISD staff
2008-2011 <i>Inserted 2/2/2009</i>	Implement standards-based IEP policies and procedures to increase the ties between IEP development and the general curriculum.	Standards-Based IEP Committee (MDE staff, ISD staff, LEA staff), Development of format and training materials

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team had to review and analyze a number of systemic barriers to improving LRE ratios. These barriers include state legislation and funding, regulations regarding teacher certification standards and a shortage of early childhood placement options.

### Monitoring Priority: FAPE in the LRE<sup>36</sup> / Preschool Educational Environments

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent =  $\left[ \left( \frac{\# \text{ of preschool children with IEPs who received special education services in settings with typically developing peers}}{\text{total } \# \text{ of preschool children with IEPs}} \right) \times 100 \right]$

### Overview of Issue/Description of System or Process:

In Michigan, the provision of special education and related services to young children with IEPs in settings with typically developing peers has been a long standing issue. In 2003 the Michigan Association of Administrators of Special Education (MAASE) formed a work group to support the Governor's early childhood education and child care initiative. The work group completed and submitted a final report along with recommendations regarding early childhood programs and services. One of the major challenges identified in the report centers on issues of funding. The MAASE report identified that:

- Michigan's current systems for delivering early childhood programs and services to all children, birth through the age of five, are categorical (i.e., low income, at risk, disability).
- The current funding structures of early childhood programs and services are discrete and create challenges for integration of children with disabilities with their non-disabled peers.
- Challenges include complex funding and pupil accounting requirements, program guidelines, and teacher and personnel certification requirements.
- In addition, program standards, class size, adult/child ratios, and other requirements create additional challenges.

<sup>36</sup> Free Appropriate Public Education in the Least Restrictive Environment.

Currently, there is no legislation in Michigan requiring or appropriating funds for universal preschool. While there are state appropriations for programs for preschool children at risk of school failure, funding has been reduced over the past few years. However, collaboration among preschool special education, Michigan School Readiness Program (MSRP) and Head Start is robust. This collaboration has resulted in as much flexibility as can be realized for each program. Nevertheless, much remains to be achieved.

One recommendation in the MAASE report was to place or locate Early Childhood Special Education (ECSE) classrooms in close proximity to Head Start, Michigan School Readiness Programs (MSRP), and other publicly offered preschool programs in order to encourage collaboration. This practice results in a higher percentage of preschool special education children receiving special education and related services in settings with typically developing peers.

In recent years, promoting this practice has been a challenge. The Michigan Legislature has cut funding for school readiness programs. In addition, over the last five years Michigan's IDEA, Section 619 grant award has slightly decreased while the number of 3-5 year old children with IEPs who receive special education and related services has increased. These funding challenges have significantly reduced the number of funded enrollment opportunities for children with disabilities to be in settings with typically developing peers and have hampered attempts toward moving classrooms for children with special needs closer to other programs for typically developing peers.

Implementation of this recommendation has required changes in the Michigan School Aid Act and the Michigan Administrative Rules for Special Education. The most recent Michigan School Aid Act has provided for an increase in flexibility in the provision of early childhood services.

Another barrier to the provision of special education services for children with special needs in settings with typically developing peers is related to Michigan's high standards for teacher certification. Both MSRD and ECSE programs require certified teachers with endorsements in early childhood. Many other preschool programs, including Head Start, do not have certified teachers. Based on Michigan standards, state school aid and IDEA funds may only be used for programs that have certified and appropriately endorsed teachers.

**Baseline Data for FFY 2004 (2004-2005):****Table 1: Number of Children with IEPs Ages 3-5 and Participation Rate in the OSEP Environmental Classifications/Settings December 1, 2004**

<b>Educational Setting Age 3-5</b>	<b>2004</b>	<b>% Participation</b>
Early Childhood Setting	11,471	47.7%
Early Childhood Special Education Setting	9,963	41.4%
Home	333	1.4%
Part Time Early Childhood/Special Education	961	4.0%
Residential Facility	7	0.0%
Separate Facility	257	1.1%
Itinerant Services	1,053	4.4%
Reverse Mainstreaming	0	0.0%
Total	24,045	100.0%

Source: MI-CIS

The percent of preschool children with IEPs who receive special education services in settings with typically developing peers is 47.7%. This percent was reached by dividing the number of preschool children with IEPs who received special education services in settings with typically developing peers by the total # of preschool children with IEPs times 100. In 2004 the largest group of children with IEPs ages 3 to 5 was served in the early childhood setting (47.7%) while the second largest group was served in early childhood special education setting (41.4%).

The Office of Special Education and Early Intervention Services (OSE-EIS) recognizes the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers needs to increase. The resolution of this issue requires changes in legislation, funding, and related policies to achieve an integrated system of preschool programs and services.

**Discussion of Baseline Data:**

Data collected from Intermediate School Districts (ISDs), Local Education Agencies (LEAs) as part of the Section 618 December 1 Count is entered into MI-CIS, the state's database and includes placement of children ages three through five. The eight reporting categories follow the OSEP classifications. The table above displays the December 1, 2004 data including the numbers and percent of children served in each of the classifications (settings).

Definitions of each data setting are provided to clarify what each setting represents. The educational settings described in this data collection are:

- *Early Childhood Setting:* Students who receive ALL (100%) of their special education and related services in early childhood educational settings designed primarily for children without disabilities.
- *Early Childhood Special Education Setting:* Students who receive all of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings.
- *Home:* Students receive their special education and related services in the principal residence of the child's family or caregivers.
- *Part-Time Early Childhood/Part-Time Special Education Setting:* Students who receive special education and related services in multiple settings including special education and related services are provided in: (1) the home, (2) educational programs designed primarily for children without disabilities, (3) programs designed primarily for children with disabilities, (4) residential facilities, and (5) separate schools.
- *Residential Facility:* Students who receive all of their special education and related services in publicly operated residential schools or residential medical facilities on an in-patient basis.
- *Separate Facility:* (MI-CIS technical manual doesn't list Separate Facility)
- *Separate School:* Students who receive all of their special education and related services in educational programs or private day schools specifically for children with disabilities.
- *Itinerant Services Outside the Home:* Students who receive all of their special education and related services at a school, hospital facility on an out-patient basis, or other location for a short period of time (i.e., not to exceed 3 hours per week). This does not include children receiving services at home.
- *Reverse Mainstreaming:* Students who receive all of their special education and related services in educational programs designed primarily for children with disabilities but that includes 50 percent or more children without disabilities.

### **Measurable and Rigorous Targets:**

The process for setting measurable and rigorous targets was applied consistently across indicators. Each stakeholder team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 6, the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

#### **Data Reviewed:**

- State Special education trend data
- Comparison to other similar states
- Comparison to national average

Considerations for setting targets:

- Current status and trend of improvement
- Need to determine a level of reasonable progress
- Policy challenges that impact ability to effect change
- teacher certification issues and other program requirements

Given the constraints of funding, legislation and regulation, these targets are considered rigorous.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	49% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2006 (2006-2007)	52% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2007 (2007-2008)	57% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2008 (2008-2009)	60% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2009 (2009-2010)	63% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)
2010 (2010-2011)	66% percent of preschool children with IEPs receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part time early childhood special education settings.)



**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2005-2006	The OSE-EIS leadership and staff will work with the Office of Early Childhood Education & Family Services (ECE&FS) and identify members of an ongoing work group who will develop strategies to increase the number of children with IEPs receiving services with nondisabled peers. ECE&FS will add a Section 619 Educational Consultant position to focus on staff development.	OSE-EIS, ECE&FS, Finance, Grantees if appropriate
2006-2007	Build on the OSE-EIS Technical Assistance/Professional Development LRE activities regarding the 6-21 year old students by adapting activities for 3-5 year old children. Strategies will include technical assistance from the finance units of both the OSE-EIS and ECE&FS on funding options that ISD/LEAs may use for maximizing LRE opportunities.	OSE-EIS, ECE&FS, Finance, Grantees if appropriate
2005-2006	Work with the Continuous Improvement Monitoring System (CIMS) in the development of a Key Performance Indicator (KPI) that will capture the LRE data that LEAs and ISDs (who provide early childhood programs for 3-5 year olds) submit.	CIMS team
2006-2007	Use consultants to provide technical assistance to districts whose data show low percentages of children in settings with typically developing peers.	OSE-EIS, ECE&FS
2006-2009	Encourage and provide technical assistance to districts who are seeking waivers from the MDE in order to provide ECSE in a more flexible manner and/or timeframe.	OSE-EIS, ISDs, LEAs, PSAs, ECE&FS
2007-2010	Work with public and private institutions to create and implement LRC options for children ages 3-5 who have IEPs.	ECE&FS

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

*(New sections highlighted in gray per the Early Childhood Outcomes (ECO) Center's recommendation)*

### Overview of Indicator 7 (Preschool Outcomes) State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team considered several issues including:
  - the Office of Special Education Programs (OSEP) approved sampling methodology,
  - challenges that resulted from selection of a new grantee and the design and implementation of data collection strategies for the Preschool Outcomes System, and
  - the data parameters that resulted from these processes.
3. The stakeholder team will continue the review process in order to determine any process redesign issues that should be addressed in future data collection efforts.
4. The Michigan Department of Education (MDE) developed a procedural and technical assistance handbook in conjunction with the HighScope Educational Research Foundation. The purpose of this document is to clarify all aspects of data collection related to reporting child outcomes. The handbook incorporates:
  - information about the new reporting requirement,
  - an overview of the seven assessment tools recommended by the MDE,
  - an alignment of the tools to the *Michigan Early Childhood Standards of Quality for Prekindergarten* adopted by the State Board of Education (2005),
  - information about the frequency of data collection and the population of children to be included, and
  - description of and suggestions for the rating process, and related resource information.

### Monitoring Priority: FAPE in the LRE<sup>37</sup> / Preschool Outcomes

(Results Indicator)

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416 (a)(3)(A))

<sup>37</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Measurement:****Outcomes:**

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

**Progress categories for A, B and C:**

- a. Percent of preschool children who did not improve functioning =  $\left[ \frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $\left[ \frac{\text{(\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who improved functioning to reach a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $\left[ \frac{\text{(\# of preschool children who maintained functioning at a level comparable to same-aged peers)}}{\text{(\# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$

**Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent =  $\frac{\text{\# of preschool children reported in progress category (c) plus \# of preschool children reported in category (d)}}{\text{\# of preschool children reported in progress category (a) plus \# of preschool children reported in progress category (b) plus \# of preschool children reported in progress category (c) plus \# of preschool children reported in progress category (d)}} \text{ times } 100.$

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

### Overview of Issue/Description of System or Process:

In preparation for this data collection, the MDE completed the following efforts:

- Michigan's sampling plan was approved by the OSEP and implemented. The 57 intermediate school districts (ISDs) were divided into three cohorts for the data collection. The first cohort was identified via a representative sample of all ISDs in the state. Michigan has instituted a tiered implementation process by sampling two-thirds (cohorts 1 and 2) in the second year and transitioning to capturing data on the universe (cohorts 1, 2 and 3) of participating children by the third year. One district with greater than 50,000 students is required to report annually on all three to five year olds served in Early Childhood Special Education (ECSE) programs due to district size. The data collection timeline for the February 2006 baseline data report was September through October 2006. Entry data for children entering preschool special education programs and/or related services in the three OSEP defined outcome areas were collected.
- The following preschool assessment tools were selected as approved instruments by the OSE-EIS and ECE&FS:
  - Assessment, Evaluation and Programming System for Infants and Children (AEPS)
  - Battelle Developmental Inventory
  - Brigance Inventory of Early Development
  - Carolina Curriculum for Preschoolers with Special Needs
  - Child Observation Record
  - Creative Curriculum Checklist for Early Childhood
  - Learning Accomplishment Profile – Third Edition
- The first six of these instruments are among the most commonly reported among 43 states according to the Early Childhood Outcomes (ECO) Center's analysis of the FFY 2005 SPP. Assessments were conducted by classroom teachers, related service providers, school psychologists, or other trained school personnel.
- An advisory group assisted the MDE in the creation of the Michigan Child Outcome Summary Form (COSF). Michigan's seven point COSF was based on the ECO's seven-point scale. This scannable form was used to summarize the data for each child.

All scannable forms were audited and verified. Auditing conducted by the MDE and HighScope staff consisted of the review of all missing and/or incorrect data. Verification consisted of comparing scanned data to actual scannable forms to confirm accuracy of data entry procedures, and working directly with districts to address any other potential errors in the data such as missing information, misspelled names, incorrect birthdates and unapproved assessment tools used for capturing data.

**Comparable to Same Age Peers Defined:** The general score translation guide developed by the MDE staff used the seven-point ECO scale and supporting documents that came from each tool to align ECO rating scales with amount of delay and approximate functional age. The MDE, the Early Childhood Redesign team members and HighScope have combined rating levels 6 and 7, as defined by ECO, to identify typically developing peers as follows:

Age	Amount of Delay	Approximate Functional Age	Status
3 year olds	0-6 months	30-36 months	Typical
4 year olds	0-9 months	39-48 months	Typical
5 year olds	0-9 months	51-60 months	Typical

**Entry Data for Preschool Children Entering During FFY 2005 (2005-2006) and FFY 2006 (2006-2007)**

The 19 ISDs in Cohort 1 completed the data collection on preschoolers entering Part B programs or services. The data were submitted to the MDE on scannable forms. The MDE then sent the data to HighScope for analysis. Entry data were collected within 30 days of the initial IEP completion. The FFY 2006 report includes both entry and exit data for all children enrolled in special education programs and/or related services in 2005-2006 and 2006-2007. Exit data were reported within 30 days of program or service completion.

A total of 1,544 children were assessed and included in the FFY 2006 SPP. Table 1 shows the percentage of those children who were found to be functioning at a level comparable to same age peers and at a level below same age peers. It is important to note that the total sample sizes vary from 1,528 – 1,529 in the following table due to missing data.

**Table 1—Entry Data for FFY 2006 (2006-2007)**

	<b>Number of Children</b>	<b>% of Children</b>
<b>A. Positive Social-Emotional Skills</b> (including social relationships)		
a) Preschool children functioning at a level comparable to same-aged peers	382	25.0%
b) Preschool children functioning at a level below same-aged peers	1,147	75.0%
<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and literacy)		
• Preschool children functioning at a level comparable to same-aged peers	256	16.8%
b) Preschool children functioning at a level below same-aged peers	1,272	83.2%
<b>C. Taking Appropriate Action to Meet Needs</b>		
a) Preschool children functioning at a level comparable to same-aged peers	535	35.0%
b) Preschool children functioning at a level below same-aged peers	993	65.0%

Source: HighScope Educational Research Foundation

**Discussion of Entry Data**

Entry data were reported for 1,544 children who entered preschool special education programs or related services for the first time during September and October of 2006. Nearly three-fourths (73 percent) of the children were assessed using a tool/method other than the seven state identified tools. Among those districts who indicated they used one of the seven identified tools, 28 percent used the Brigance, none used the AEPS, and other tools had limited use.

**Progress Data for Preschool Children Exiting During FFY 2006 (2006-2007)****Table 2—Progress Data for FFY 2006**

<b>A. Positive Social-Emotional Skills</b> (including social relationships)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	6	2.0%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	38	12.9%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	97	33.0%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	93	31.6%

<b>A. Positive Social-Emotional Skills</b> (including social relationships)	<b>Number of Children</b>	<b>% of Children</b>
e. Preschool children who maintained functioning at a level comparable to same-aged peers	60	20.4%
<b>Total</b>	<b>294</b>	<b>99.9% *</b>

\*Percentages do not total 100 percent due to rounding.

<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and early literacy)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	12	4.1%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	30	10.2%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	117	39.8%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	94	32.0%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	41	14.0%
<b>Total</b>	<b>294</b>	<b>100.1% *</b>

\*Percentages do not total 100 percent due to rounding.

<b>C. Taking Appropriate Action to Meet Needs</b>	<b>Number of Children</b>	<b>% of children</b>
a. Preschool children who did not improve functioning	9	3.1%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	35	12.0%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	51	17.4%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	131	44.7%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	67	22.9%
<b>Total</b>	<b>293 **</b>	<b>100.1% *</b>

\*Percentages do not total 100 percent due to rounding.

\*\*In one case the entry and exit data were not available for this outcome.

Source: HighScope Educational Research Foundation

### Discussion of FFY 2006 Progress Data

Of the 1,544 children who entered preschool special education programs and/or services during FFY 2006, 294 children exited by June 2007 and had progress data reported. Specifically, progress data were collected for cohort 1, meaning that data were collected for one-third of all ISDs. Note that progress data are only reflective of children who received at least six months of programs and/or services.

**Progress Data for Preschool Children Exiting During FFY 2007 (2007-2008)****Table 3—Progress Data for FFY 2007**

<b>A. Positive Social-Emotional Skills</b> (including social relationships)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	28	2.6%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	97	8.9%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	311	28.7%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	447	41.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	202	18.6%
<b>Total</b>	<b>1,085</b>	<b>100%</b>

<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and literacy)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	22	2.0%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	127	11.7%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	334	30.7%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	437	40.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	168	15.4%
<b>Total</b>	<b>1,088</b>	<b>100%</b>

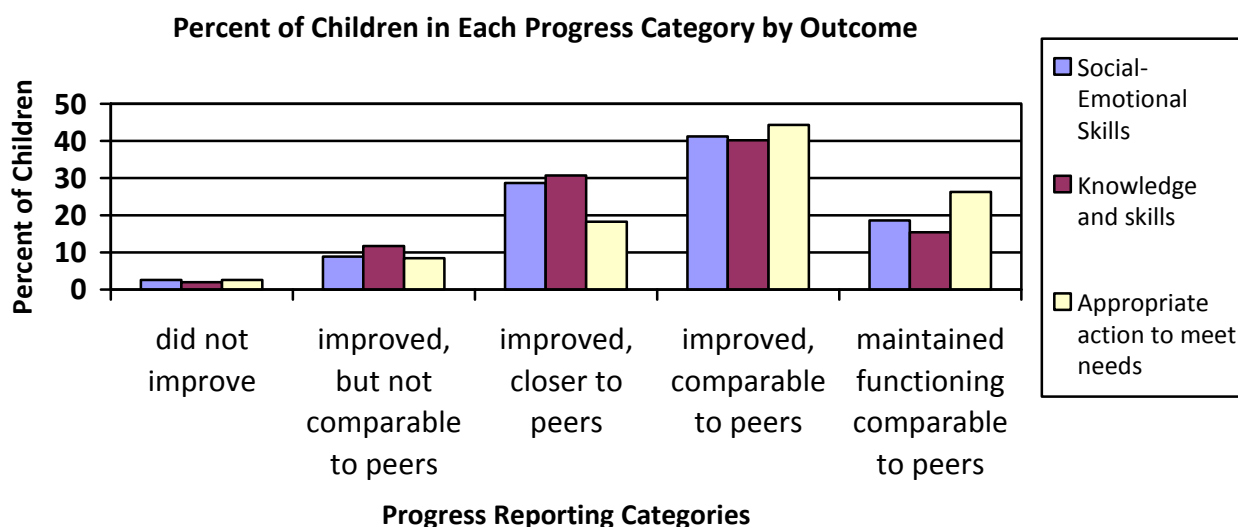
<b>C. Taking Appropriate Action to Meet Needs</b>	<b>Number of Children</b>	<b>% of children</b>
a. Preschool children who did not improve functioning	28	2.6%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	92	8.5%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	199	18.3%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	482	44.3%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	286	26.3%
<b>Total</b>	<b>1,087</b>	<b>100%</b>

Source: HighScope Educational Research Foundation



### Discussion of FFY 2007 Progress Data

Of the children who entered preschool special education programs and/or services since the beginning of data collection, 1,104 children exited by June 2008 and had progress data reported. Specifically, progress data were collected for cohorts 1 and 2, meaning that data were collected for two-thirds of all ISDs. Note that progress data are only reflective of children who received at least six months of programs and/or services.



### Progress Data for Preschool Children Exiting During FFY 2008 (2008-2009)

**Table 4—Progress Data for FFY 2008**

<b>A. Positive Social-Emotional Skills</b> (including social relationships)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	63	2.4%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	205	7.8%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	761	29.1%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1003	38.3%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	586	22.4%
<b>Total</b>	<b>2,618*</b>	<b>100%</b>

\* In two cases the entry and exit data were not available for this outcome.

<b>B. Acquiring and Using Knowledge and Skills</b> (including early language / communication and literacy)	<b>Number of Children</b>	<b>% of Children</b>
a. Preschool children who did not improve functioning	51	1.9%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	235	9.0%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	814	31.1%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,026	39.2%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	490	18.7%
<b>Total</b>	<b>2,616**</b>	<b>99.9%*</b>

\*Percentages do not total 100 percent due to rounding.

\*\* In four cases the entry and exit data were not available for this outcome.

<b>C. Taking Appropriate Action to Meet Needs</b>	<b>Number of Children</b>	<b>% of children</b>
a. Preschool children who did not improve functioning	49	1.9%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	171	6.5%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach	507	19.4%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,130	43.1%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	763	29.1%
<b>Total</b>	<b>2,620</b>	<b>100%</b>

Source: HighScope Educational Research Foundation

**Table 5—Baseline Data for Preschool Children Exiting FFY 2008 (2008-2009)**

Summary Statements	% of children
<b>Outcome A: Positive Social-Emotional Skills</b> (including social relationships)	
1. Of those children who entered the program below expectation in Outcome A, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program	86.8%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned six years of age or exited the program	60.7%
<b>Outcome B: Acquisition and Use of Knowledge and Skills</b> (including early language / communication and early literacy)	
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program	86.5%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned six years of age or exited the program	58.0%
<b>Outcome C: Use of Appropriate Behaviors to Meet Their Needs</b>	
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program	88.2%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned six years of age or exited the program	72.3%

**Discussion of Baseline Data**

Through the SPP/APR process, all states must set targets based on their baseline data. The OSEP has reduced the number of targets for this indicator to two targets per outcome while using existing category data.

Of the children who entered preschool special education programs between 2005 and 2009 and exited by the end of the 2008-2009 school year, 2,620 children exited by June 2009 and had baseline data reported. Each child was assessed with one of the seven primary assessment tools previously listed.

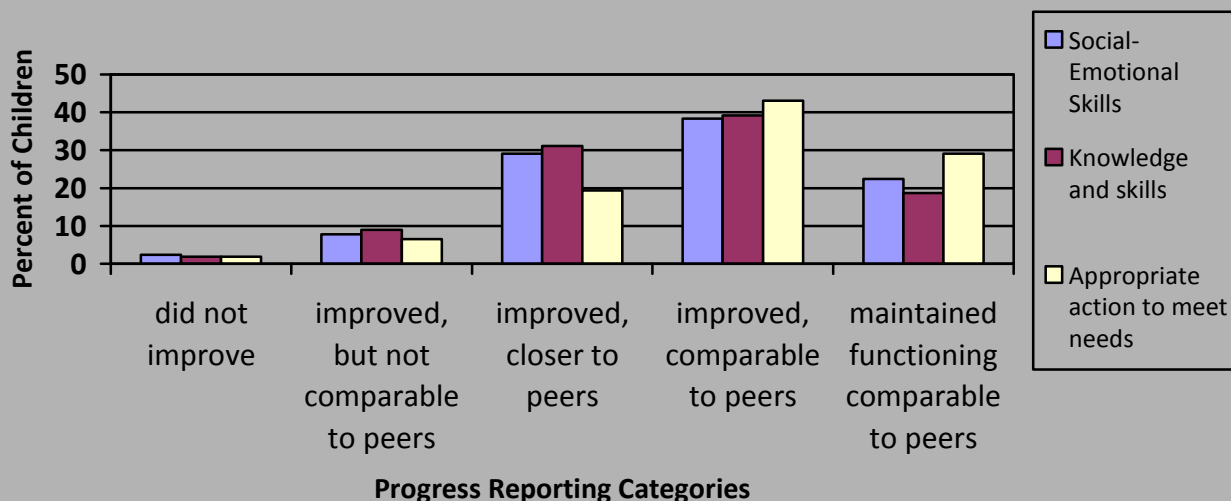
The data reported here reflect a significantly smaller “n” than is anticipated to be available in future reporting years. Factors influencing this include:

- Some child outcomes records were excluded from reporting due to data errors when Child Outcomes Summary Forms were submitted.

Baseline data were collected for all cohorts, meaning that data were collected for all 57 ISDs. This is the first year data was collected statewide whereas prior years

included data collection by cohort. Note that progress data are only include children who received at least six months of programs and/or services.

**Percent of Children in Each Progress Category by Outcome - Baseline Data**



**Measurable and Rigorous Targets for Preschool Children Exiting During FFY 2009 (2009-2010) and FFY 2010 (2010-2011)**

Summary Statements	FFY 2009 Targets	FFY 2010 Targets
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered the program below expectation in Outcome A, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program	86%	87%
2. The percent of children who were functioning within age expectations in Outcome A by the time they turned six years of age or exited the program	60%	61%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program	86%	87%
2. The percent of children who were functioning within age expectations in Outcome B by the time they turned six years of age or exited the program	58%	59%
Outcome C: Use of appropriate behaviors to meet needs		

Summary Statements	FFY 2009 Targets	FFY 2010 Targets
1. Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program	88%	89%
2. The percent of children who were functioning within age expectations in Outcome C by the time they turned six years of age or exited the program	72%	73%

In developing targets for FFY 2009 and FFY 2010, data quality, trends, and collection procedures were considered. FFY 2008 data were reflective of all students exiting early childhood special education/§ 619 programs; however, it was the first year that all ISDs collected and reported early childhood outcomes. Because of the approved cohort sampling methodology used, one-third of the state was reporting on early childhood outcomes for the first time.

FFY 2006 to FFY 2008 trend data was utilized in developing targets. Per the ECO Center's recommendations and based on analysis of data, it was determined that proposed targets were intended to be both reasonable and simple. Targets selected were whole numbers, which reflected a balance between baseline data while allowing for potential changes in future data. Analysis of data included several activities. All state-level data was translated into two summary statements per outcome for analysis. The MDE analyzed data with local district/program outliers included and excluded to gauge the impact outliers had on state-level data.

Most data represent children enrolled in ECSE programs for a year or less. Because of the cohort sampling methodology, many children with entrance data have not yet exited ECSE programs. Further, analysis of district/program summary statement data identified which programs have the most potential for improvement.

ISDs also had varied needs and levels of support within the ISD for understanding the requirements of the indicator, implementing quality assessment practices, and completing Child Outcome Summary Forms. Improvement activities include increased statewide training and technical assistance and targeted technical assistance activities.

#### Improvement Activities/Timelines/Resources:

Timelines	Activity	Resources
2006-2007	Facilitates implementation of measurement tools and data analysis from cohort one and two sites.	ECE&FS, HighScope
2006-2007	Report analyzed data from cohort one sites on all preschoolers entering during the fall of 2006.	ECE&FS, HighScope

Timelines	Activity	Resources
2006-2008	Grantee will work with MDE staff and the Michigan Compliance Information System (MI-CIS) to build an electronic data collection and reporting system.	ECE&FS, Grantees
2006-2008	Develop awareness level opportunities and provide technical assistance to § 619 preschool teachers and service providers about the measurement tool(s) and data collection. Sustained learning opportunities will be provided.	ECE&FS, OSE-EIS, HighScope
2006-2008	ECE&FS with grantee will establish a stakeholder referent group to review the child progress/outcome data and recommend strategies and develop statewide initiatives to improve methods of instruction to positively impact child outcomes.	ECE&FS, HighScope, Work group
2007-2008	Incorporate the work of this indicator into the Key Performance Indicators (KPIs) of the Service Provider Self review (SPSR) of the Continuous Improvement & Monitoring System (CIMS).	OSE-EIS, ECE&FS, CIMS
2007-2010	Monitor data measuring this indicator and develop additional improvement activities to improve the system: <ul style="list-style-type: none"> <li>Individually, to improve children's IEPs based on results</li> <li>Locally, to improve service area policy and procedures</li> <li>Statewide, to improve policy and program decision making, including personnel development.</li> </ul>	OSE-EIS, ECE&FS, CIMS, Grantees
2009-2011	Re-assess progress, activities and resources needed.	ECE&FS, HighScope, ISDs & LEAs
2009-2011 <i>Inserted 2/1/2010</i>	Develop and implement training and targeted technical assistance for service areas not meeting proposed targets	ECE&FS, HighScope

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. A stakeholder team reviewed the survey results and the analysis provided by Avatar International, Inc. in order to make their recommendations for state targets. This included input from the Special Education Advisory Committee (SEAC)<sup>38</sup>.

### Monitoring Priority: FAPE in the LRE<sup>39</sup> / Facilitated Parent Involvement

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

### Overview of Issue/Description of System or Process:

Promoting the expectation that all schools will establish welcoming environments for parents is a Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) priority. The essential components of a welcoming environment include parents having access to:

- Critical educational information in a variety of formats;
- Opportunities for learning about, and engagement in, education issues; and
- Training and student advocacy skill development.

Starting in 2004, the OSE-EIS took action in two areas to better align the existing system of parent support with the new era of increased accountability.

1. **Restructuring the format and methods in which information and support are provided to parents and families of children with disabilities:** In 2004, the OSE-EIS sought information from parents of infants and toddlers who received early intervention services and parents of children with Individualized Education Programs (IEPs) about what they expected and desired from the educational system. Parents had opportunities to provide feedback through regional focus groups, surveys, and telephone interviews. The analysis of this information yielded priority areas for improvement and served as the basis for a Request for Proposals to develop

<sup>38</sup> Michigan's IDEA mandated special education State Advisory Panel.

<sup>39</sup> Free Appropriate Public Education in the Least Restrictive Environment.

and implement a statewide support system for parents and families of children with disabilities. The project was awarded during the fall of 2006.

2. **Conducting/analyzing statewide surveys of parents/families of children and school age students with IEPs for reporting in the state's SPP and Annual Performance Reports (APRs):** The OSE-EIS accomplished two tasks through one data collection effort. The Michigan Special Education Parent Survey incorporated (a) items that met the requirements of Michigan's Service Provider Self-Review (SPSR) state monitoring process and (b) items from the National Center for Special Education Accountability and Monitoring (NCSEAM) Parent surveys.

## Survey Administration

### Survey Instrument

There were two versions of the survey for parents of children in special education<sup>40</sup>:

- One for parents of preschool children (ages 3 through 5)
- One for parents of school age children (ages 6 to 26)<sup>41</sup>

Both the Preschool Parent Survey and the School Age Parent Survey included the 25 NCSEAM items measuring Schools' Efforts to Partner with Parents. The preschool survey also contained the 25 NCSEAM items measuring Quality of Services. These surveys were developed specifically by NSCEAM to assess progress on Indicator 8.

### Approved Research Protocol

The Part B parent survey data collection procedures and protocols have been extensively reviewed and approved by the Human Investigation Committee of the primary Institutional Review Board for Wayne State University (WSU) (the data collection project). The approved protocol includes informed consent, confidentiality, and data security.

### Survey Procedures

Brochures were first mailed to parents, informing them of the upcoming survey, explaining its purpose and how to obtain Spanish or Arabic versions of the survey. These brochures were sent out in the fall of 2006 for the 2005-2006 survey and in the summer of 2007 for the 2006-2007 survey. Beginning with the 2007-2008 survey the brochures were sent out in the spring. Approximately two weeks after the brochure mailing, parents were sent a paper copy of the survey as well as a self-addressed postage-paid reply envelope. The survey packet also included instructions on how to access and complete the survey online. Follow-up efforts included reminder postcards, re-mails, and Computer Assisted Telephone Interviewing (CATI). Approximately one week after the survey mailing, trained telephone interviewers began contacting non-respondents by telephone, offering them the option to complete the survey over the phone using CATI technology.

<sup>40</sup> There have been no changes in the survey instrument from the 2007-2008 data collection.

<sup>41</sup> Michigan provides special education services to children aged birth to 26 years; data will be reported for students through age 21.



### Survey Tracking

Each survey was coded using a unique child code to allow matching the respondent to the child's demographic information in the statewide data system, Michigan Compliance Information System. This process allowed the inclusion of demographic characteristics, including districts and intermediate school districts (ISDs), of the children whose families responded to the survey.

### Survey Analysis

Completed Michigan surveys were sent to Avatar International, Inc., the NCSEAM-approved vendor, for analysis and development of summary reports for the state. Each survey received a final score derived from responses to all the items in the Schools' Efforts to Partner with Parents Scale. Scores ranged from 148-865 for the preschool sample and 169-836 for the school age sample.

The scale items can be thought of as a ruler with the items arranged in order of the probability of agreement. Items with which most people agree are at the lower end and items with which few people agree are at the upper end of the ruler. As a result, the scores can be used to "measure" parents' perception of partnership with schools. Lower-level items address issues such as whether accommodations are discussed at IEPs. Higher-level items address issues such as whether parents are offered special assistance to make it possible for them to participate in IEP meetings.

Through stakeholder input garnered from focus groups, the NCSEAM set a national standard score of 600. According to the NCSEAM, "The standard is not about agreement with a single item." The standard score of 600 can be interpreted as a 95% likelihood of a response of "agree," "strongly agree" or "very strongly agree" with the item on the NCSEAM survey's Partnership Efforts scale: "*The school explains what options parents have if they disagree with a decision of the school.*" "Given the consistent pattern in families' responses to the items, a high likelihood of agreement with the threshold item implies the same or greater likelihood of agreement with items located 'below' this one on the scale." <sup>42</sup>

State-level performance is based on the percentage of respondents from each of the preschool and the school age samples with scores that meet or exceed this 600 standard. These percentages are reported to the Office of Special Education Programs (OSEP).

### Validity

The scales have evidence for both content and construct validity. Content validity refers to the extent the items in the instrument reflect the intended domain. To ensure good content validity, the items in the scale were suggested by parents and other key stakeholders in special education and then reviewed by experts in the field. Rasch analysis was used to ensure that items formed a unidimensional scale so that all items address the same underlying concept. Construct validity was

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<sup>42</sup> NCSEAM (2006). Use of the NCSEAM Family Survey to Address the SPP/APR Indicator on Family Outcomes. Available at: <http://www.monitoringcenter.lsuhsd.edu/PDF%20PPT/June%206.pdf>.

established by demonstrating that the scales correlate highly with other scales measuring similar qualities, as expected.

### Reliability

The scales have also consistently shown a high level of reliability (i.e., reliability coefficients above .90). In the NCSEAM pilot study, the survey scale had a reliability coefficient of .94. The reliability coefficients found by Avatar International in Michigan's administration of the survey ranged from .92 to .95 in the FFY 2007 survey. Another form of reliability is assessed by the margin of error or confidence interval. Using a 95% confidence interval, the margin of error in FFY 2007 was  $\pm 1.53$ . In FFY 2006, the margin of error was  $\pm 1.24$ , and in FFY 2005 the margin of error was  $\pm 1.74$ . The large sample size also increases the reliability of the data.

### **Original Baseline Data for FFY 2005 (2005-2006):**

**Table 1: Summary of Survey Results**

	<b>Number of Valid Responses Received by 11/1/06</b>	<b>Percent of surveys with a score at or above 600, the NCSEAM standard</b>	<b>Mean Measure</b>
Michigan Preschool	3,595	30%	555
Michigan School Age	9,000	20%	513
<b>Michigan All Part B Weighted Ratio (preschool + school age)</b>	12,595	21%	518
<b>National Pilot Data (6 US states, 2005 NCSEAM Pilot Study)</b>	2,705	17%	481

Source: The NCSEAM Parent Survey, Avatar International, Inc.

### **Discussion of Original Baseline Data:**

Part B Preschool (§ 619): 30% of respondents had measures at or above the Indicator 8 standard of 600.

Part B School Age: 20% of respondents had measures at or above the Indicator 8 standard of 600.

All Part B Weighted <sup>43</sup> Preschool/ School Age ratio: 21% of respondents had measures at or above the Indicator 8 standard of 600. Michigan's parents' surveys yielded an overall weighted average<sup>44</sup> of 518.

The results for Michigan were better when compared to the 2005 NCSEAM Pilot Study in six states (21% for Michigan vs. 17% on the national pilot study).

<sup>43</sup> Weighted means are needed given the disproportionately high number of parents of preschool children (§ 619) responding vs. the number of parents of school-age children responding.

<sup>44</sup> This was a weighted average across preschool and school-age parents.

**Baseline Assessment/Target Resetting**

To evaluate progress in meeting Indicator 8, a baseline measure was initially set in 2005 using the scores obtained from the NCSEAM items for the combined preschool and school age samples. Scores were weighted to statistically adjust for differences in the proportion of preschool and school age children in the total Part B population and the proportion in the survey sample. This approach created a single target for improvement to be applied to both preschool and school age results. However, subsequent examination of the data suggested the need for setting two targets for Indicator 8: one for the parents of preschool children (ages 3 through 5) and one for the parents of school age children (ages 6 through 21).

The rationale for setting separate targets for SPP 8 includes the following:

- First, the service delivery systems for preschool and school age children are distinct. This distinction is reflected in the survey methodology in which parents of preschool children and parents of school age children receive different versions of the survey.
- Second, parents of preschool children have consistently reported higher levels of parental involvement than parents of school age children over the past three years.
- Third, different survey sampling approaches are used: the preschool sample is census-based whereas the school age sample is cohort-based. As a result, even though all ISDs are represented in both samples, only about a third of the districts in each ISD are included in the school age survey each year. This sampling procedure has necessitated weighting the results to account for sample size differences to produce a combined score.
- Fourth, aggregating preschool and school age results at the district level creates a problem for public reporting. For many small districts, preschool services are delivered at the ISD level. The performance of districts without preschool programs cannot be compared justifiably to the target.
- Fifth, disaggregating the results could provide the state with more accurate information to design improvement activities more precisely and effectively.

Therefore, starting in FFY 2008, Michigan will set separate performance targets for Part B Indicator 8. Additionally, new baseline values were established based on the FFY 2007 results for the preschool and school age samples. Both the submission of dual targets and resetting the baseline have been approved by the OSEP.

**NEW Baseline Data for FFY 2007 (2007-2008):****Table 2: Summary of Survey Results**

	<b>Number of Valid Responses</b>	<b>Percent of surveys with a score at or above 600, the NCSEAM standard</b>	<b>Mean Measure</b>
Michigan Preschool	5,894	34.0%	568
Michigan School Age <sup>45</sup>	17,988	20.5%	518

**Discussion of New Baseline Data:**

Data collected for this indicator was in accordance with the OSEP approved sampling plan. The parent surveys were disseminated to all parents of children ages 3 through 5 years who receive special education services (approximately 24,000 families) and one-third of all parents of school age children who receive special education services (approximately 86,000 families). Approximately one-third of local school districts within every ISD were selected for participation in the school-age survey. The exception is the one district with a student population greater than 50,000 that participates every year. The results of Michigan's parent surveys are reported in Table 2. The new baseline for this indicator is 34.0% for the preschool sample and 20.5% for the school age sample.

Part B Preschool (§ 619): 34.0% of respondents had measures at or above the Indicator 8 standard of 600.

Part B School Age: 20.5% of respondents had measures at or above the Indicator 8 standard of 600.

**Table 3: Summary of New Measurable and Rigorous Targets**

<b>FFY</b>	<b>Measurable and Rigorous Target - Preschool (3-5)</b>
2008 (2008-2009)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 34.5%.
2009 (2009-2010)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 35.0%.

<sup>45</sup> Although Michigan provides special education services up to age 26, only data from school age children 6-21 are reported to OSEP.

FFY	Measurable and Rigorous Target - Preschool (3-5)
2010 (2010-2011)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 35.5%.

FFY	Measurable and Rigorous Target – School Age (6-21)
2008 (2008-2009)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 21.0%.
2009 (2009-2010)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 21.5%.
2010 (2010-2011)	The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will increase to 22.0%.

### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006-2007	<p>Create and implement a public awareness plan to share:</p> <ul style="list-style-type: none"> <li>• The purpose of the Preschool and Special Education Surveys</li> <li>• The distribution of the surveys</li> <li>• The findings and meaning of Michigan's baseline measure score</li> <li>• Expectations for parent involvement</li> </ul> <p>Disseminate the public awareness plan through SEAC, Parent Advisory Committees (PACs) (both ISD and LEA), and the Michigan Association of Administrators of Special Education (MAASE).</p>	<p>OSE-EIS: Leadership, Performance Reporting (PR) and Program Accountability (PA) Units;  Parent Grantees: Michigan Alliance for Families<sup>46</sup> and Citizens Alliance to Uphold Special Education (CAUSE)<sup>47</sup>;  WSU, SEAC, ≥ one PAC per ISD, MAASE</p>

<sup>46</sup> Michigan's Parent Training and Information Centers beginning 10/1/2009.

<sup>47</sup> Michigan's Parent Training and Information Centers through 9/30/2009.

Timelines	Activities	Resources
2006-2011 <i>Revised</i> 2/2/2009	WSU will continue the annual administration of the parent survey data. The results of the parent surveys will be used for the APR and the Continuous Improvement Monitoring System (CIMS) Review Analysis Process (RAP).	CIMS, Parent Grantees: Michigan Alliance for Families & CAUSE
<del>2007</del> 2007-2011 <i>Deleted</i> 2/1/2010	Establish a stakeholder workgroup to <ul style="list-style-type: none"> <li>• synthesize the results of the Avatar International, Inc. report on parent involvement,</li> <li>• make knowledgeable recommendations for the development of systematic technical assistance efforts,</li> <li>• contribute to the development and implementation of a work plan to address needs</li> <li>• facilitate brokering of information and linking the MDE and external resources that can be used to address needs to improve performance on this indicator.</li> </ul>	OSE-EIS: Leadership, PR and PA Units, Parent Grantees: Michigan Alliance for Families, CAUSE, WSU, Parent Stakeholders, ISDs & LEAs; Representatives from SPP workgroups: Early Childhood Transition, Disproportionality
2008-2011 Ongoing <i>Deleted</i> 2/1/2011	Assess, monitor and evaluate progress on activities and resources needed to effect systems change on this indicator.	OSE-EIS: Administration, Parent Grantees, ISDs & LEAs
<del>2007-2011</del> 2007-2010 <i>Inserted</i> 2/1/2008 <i>Revised</i> 2/1/2011	Facilitate informal gatherings among representatives from the parent grants, key OSE-EIS personnel, and other Mandated Activities Projects <sup>48</sup> (MAPs).	SPP Core Team, Michigan's Integrated Improvement Activities (MI3)
2007-2011 <i>Deleted</i> 2/2/2009	Create of a feedback loop among families who participate on various SPP related work groups.	SPP Core Team, MAPs
2007-2011 <i>Inserted</i> 2/1/2008	Develop and implement a more integrated set of activities across indicators that will enhance the impact of discrete indicator activities (e.g. work with Michigan's State Personnel Development Grant; analyze across indicator-specific data sets, i.e. child find/identification rates).	OSE-EIS, Grantees, NCRRC
<del>2008-2011</del> 2008-2010 <i>Inserted</i>	Communicate the instructions for viewing the results of the parent surveys to districts. <ul style="list-style-type: none"> <li>• Provide Wayne State University (WSU) and</li> </ul>	WSU, OSE-EIS

<sup>48</sup> Michigan's state improvement and compliance initiatives, funded with IDEA administrative set-aside funds.

Timelines	Activities	Resources
2/2/2009 <i>Revised</i> 2/1/2011	<p>OSE-EIS support to enable districts to more easily access and interpret the results of the parent surveys.</p> <ul style="list-style-type: none"> <li>• Update the WSU Web site to be more user-friendly.</li> <li>• Link the information provided on the OSE-EIS public reporting Web site to the WSU parent survey results Web site and update the public reporting text to include an explanation of the survey calibration.</li> </ul>	
2008-2011 <i>Inserted</i> 2/2/2009	<p>Provide evidence-based resource material to districts regarding strategies to facilitate parent involvement.</p> <ul style="list-style-type: none"> <li>• Provide links on the WSU Web site, the OSE-EIS Public Reporting Web site and the CIMS-2 web site to the material that the NCSEAM developed in collaboration with the Future of School Psychology Task Force on Family School Partnerships.</li> <li>• Recruit two MI3 initiatives whose work involves training and technical assistance to educators and administrators to explore the option of incorporating this resource into their existing technical assistance resources.</li> </ul>	OSE-EIS, MI3, WSU
2007-2011 <i>Inserted</i> 2/2/2009	<p>Implement a comprehensive outreach plan to share:</p> <ul style="list-style-type: none"> <li>• The purpose of the parent surveys.</li> <li>• The distribution methodology for the surveys.</li> <li>• The findings and meaning of Michigan's baseline and subsequent APR measure scores.</li> <li>• Expectations that schools have responsibility for facilitating parent involvement.</li> </ul> <p>This will be accomplished through presentations to districts and PACs regarding survey results both in person and using technology.</p>	OSE-EIS, MI3, the Michigan Alliance for Families, and other MAPs

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator a variety of stakeholder groups assisted with data analysis issues and programmatic concerns. They included the following: The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) staff, an external stakeholder data referent group, the Disproportionality Community of Practice (DisCoP) core planning team, statistical consultation from Wayne State University's (WSU) Center for Urban Studies, the North Central Regional Resource Center (NCRRC), the Great Lakes East Comprehensive Center, and the National Center for Culturally Responsive Educational Systems (NCCRESt). The team reviewed current IDEA compliance and developed approaches to address data verification issues and to achieve compliance, responding to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 23, 2005.

### Monitoring Priority: Disproportionate Representation—Child with a Disability

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

#### Measurement:

Percent =  $\left[ \left( \frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right) \times 100 \right]$

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

### Overview of Issue/Description of System or Process:

**Definitions:** Disproportionate representation in special education occurs when:

- (a) The number of students ages 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the state and district population, AND
- (b) There are data that support that membership in a given group affects the probability of being placed in a specific special education category.



**Disproportionate representation:** Michigan's operational definition of districts with "disproportionate representation" as a result of inappropriate identification includes:

	Over-Representation	Under-Representation
<b>Step 1: Calculation</b>	A <u>verified</u> ratio <sup>49</sup> >2.5 for two consecutive years for race/ethnicity groups is calculated.  This is used to identify districts for focused monitoring.	A <u>verified</u> ratio <0.40 in two consecutive years for race/ethnicity groups is calculated.  This is used to identify districts for focused monitoring.
<b>Step 2: District Self-Review Process</b>	Districts identified after data verification engage in a self-review of policies, procedures and practices regarding identification.  The results of the review are analyzed by the OSE-EIS monitors for potential compliance issues.	Districts identified after data verification engage in a self-review process using the telephone interview questions.  These are subsequently presented to OSE-EIS for review.
<b>Step 3: Analysis of Inappropriate Identification</b>	The Office of Special Education and Early Intervention Services (OSE-EIS) <u>completes an onsite monitoring visit</u> that reviews identification policies and procedures using the district self-review, plus interviews, student file and document reviews. This culminates in a decision about inappropriate identification.	The OSE-EIS completes a district telephone interview that reviews identification policies, procedures and practices. This culminates in a decision about inappropriate identification.

<sup>49</sup> In cases where the sum of all other students with disabilities equals fewer than 10, an Alternate Risk Ratio (ARR) was calculated for the race under consideration, per Westat, Inc. recommendation. A Risk Ratio (RR) was calculated when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (2006: American Indian 0.95%, Asian 2.41%, Black 20.30%, Hispanic 4.32%, White 72.02%), which is used to calculate WRRs/ARRs. The RR compares identification rates by race/ethnicity against the district's student population. This was particularly an issue for districts where the American Indian or Black populations were the majority race.—See detailed set of Business Rules in Appendix G.

**Overview of Issue/Description of System or Process:**

Michigan's current analysis of local district disproportionate representation data began in August 2005. Following initial analysis, notifications were disseminated to those districts with a higher than anticipated proportion of African-American students identified for special education and/or identified as cognitively impaired ( $WRR \geq 1.5$ ). Select districts participated in a data verification process with OSE-EIS staff. This process illuminated a number of unanticipated data-related issues including the following:

- Resident vs. operating district designations: The initial WRR calculation included students attending Schools of Choice or charter schools. Resident districts "disclaimed responsibility" for students attributed to them based on resident address, but who were attending non-district schools.
- Calculating WRRs for LEAs with fewer than 10 students in a specified subgroup.

Given this new input and information learned about strategies used by states to calculate disproportionate representation, the OSE-EIS re-examined the demographic data and calculations. The OSE-EIS and statistical consultants conducted several rounds of data analysis before finally deciding on a set of business rules that would be applied to this process. The following table outlines and explains the changes to the calculations.

**Table 1: Michigan's Previous and Current Calculations of Disproportionate Representation**

Previous calculation	New calculation
Included all special education students birth through 26.	Limited population to special education students ages 6 through 21, per Individuals with Disabilities Education Act (IDEA) Part B definition.
Conducted WRR disproportionate representation analysis for all LEAs with a minimum enrollment of 30 special education students.	Conducted WRR disproportionate representation analysis for all LEAs with a minimum of 30 special education students enrolled AND a minimum of 10 special education students in any subgroup. This is consistent with the state's assessment standard of a minimum group size of ten students for reporting.  Conducted Alternate Risk Ratio (ARR) analysis for LEAs with fewer than 10 non-white special education students (per Westat, Inc. guidance).
Excluded charter school students from <u>resident</u> district calculations, and included Schools of Choice students in the <u>operating</u> district calculations.	Included charter school students AND Schools of Choice students in <u>resident</u> district calculations. Separate calculations were completed for charter schools as <u>operating</u> districts to determine their disproportionate representation status.
Excluded adult education students.	Included adult education students through age 21.

One round of calculations involved using an Alternate Risk Ratio (ARR) for districts with fewer than ten students in a subgroup. Using the average of the district's ratio and variance, a standard deviation was established. In order to determine statistical significance a difference of means test was conducted. Using a 0.05 significance level, Z scores identified districts with disproportionate representation rates significantly above the mean. Very few districts fell into this level of significance. Those that did had extremely high WRRs. Furthermore, the mean was not stable across calculations and there was question about whether it would be stable across years. Since this process did not appear to adequately identify a sufficient number of districts and the calculations were very complicated and difficult to explain, the following business rules were refined and expanded as reflected below.

1. Calculate WRRs for LEAs using both operating and resident district data.
2. Remove from the calculation students placed in residential centers by the courts, other state agencies, IEP teams or parents.
3. Do not report WRR calculations for districts with fewer than 10 students in a given subgroup.
4. Create a WRR table for overall operating and resident district data ranked from lowest to highest. Select districts based on their lower ratio (operating or resident). Charter schools only have operating district data.
5. Use WRR data to classify selected districts in accordance with the proposed levels of risk outlined in Table 1.
6. Late in the process, based upon consultation with Westat, Inc., Alternative Risk Ratios (ARRs) were re-introduced into the process for calculations for certain districts. In northern Michigan, especially, there are districts with a high proportion of white students and small numbers of any other populations. The effect is to produce very high WRRs for white students. Westat, Inc. recommended using the ARR in these situations. This recommendation was implemented for districts where the WRR comparison group represented fewer than 10 students.

The business rules were ultimately modified to identify districts that may have over- or under-representation in all races/ethnicities and all disabilities based on two years of data. See detailed set of Business Rules in Appendix I.

**Table 2: Proposed Levels of Risk for Disproportionate Representation**

Level of Risk	Weighted Risk Ratio	Tiered Interventions
Level 1	0.5-1.5	Tier 1—awareness level technical assistance
Level 2	0.4-<0.5 and/or >1.5-2.5	Tier 2—at-risk group technical assistance
Level 3	<0.4 and/or >2.5	Tier 3—Disproportionate representation intervention
Level 4	>3.0	Tier 4—Intensive intervention

Levels of risk for disproportionate representation and corresponding interventions include risk ratios and specific interventions for over- and under-representation (see Table 2).

**Baseline Data for FFY 2005 (2005-2006):****Table 3: Number of Districts with Racial/Ethnic Disproportionate Representation for All Disabilities at Level 3 Tier of Interventions**

WRR/ARR Value Ranges	Native American		Asian		Black		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
[Districts = 777]										
Tier 3 WRR <0.4 and/or >2.5	0	0.00%	0	0.00%	1	0.12%	0	0.00%	0	0.00%

Source: Michigan Compliance Information System (MI-CIS) and Single Record Student Database (SRSD)

**Discussion of Baseline Data:**

Effective 2/1/08, the baseline for disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification is based on verified risk ratios and disproportionate representation focused-monitoring of district policies, procedures and practices. One (1) of the state's 777 districts demonstrates disproportionate representation among Black students. This represents 0.12% of Michigan's school districts, including charters.

The measurement of disproportionate representation in Michigan was based primarily upon calculating Weighted Risk Ratios (WRRs), a process recommended by Westat, Inc., for all Michigan districts based on both their operating and resident district data. According to Westat, Inc., this statistic adjusts for district variability in racial/ethnic composition of comparison groups. Michigan elected to use the WRR to rank districts as the primary method for determining levels of risk and levels intervention.

Determination of a WRR is accomplished by: (a) comparing the Risk for one racial/ethnic group to all others; and (b) adjusting the results of the Risk Ratio according to the Composition of the state (see Appendix J for the formula).

Michigan's calculation of WRRs uses data from both the Single Record Student Database (SRSD) and the Michigan Compliance Information System (MI-CIS) and applies the Business rules articulated in the *Overview of Issue* section of this report. The results of calculations are illustrated in the tables and figure above.

Michigan has 777 local districts. The racial/ethnic composition of students with disabilities is:

	Students with disabilities	K-12 Population
American Indian	1.11%	0.99%
Asian	1.15%	2.43%
Black	22.11%	20.49%
Hispanic	3.87%	4.37%
White	71.76%	71.72%

Source: MI-CIS and Single Record Student Database

The OSE-EIS will continue to examine the policies, procedures and practices of districts with WRRs greater than 2.5 for students of all races/ethnicities 1) receiving special education and related services. The OSE-EIS will also offer LEAs at risk levels 1-2 the opportunity to complete a disproportionate representation self-review rubric to determine the extent to which their policies, procedures and practices contribute to the proposed disproportionate representation status.

The March 2005 APR, Michigan reflected a preliminary analysis of Risk Ratio data, compared across indicators. It appeared that several disability and race/ethnicity groups had disproportionate representation (e.g., White students were 2.75 times more likely than the comparison groups to be identified as students with "Other Health Impairments" or the under-representation of Asian students overall as students with disabilities). Upon further analysis, it was noted that African American students, the second largest group in Michigan, composing about 21% of the student enrollment, were more frequently served outside the regular classroom and had lower performance levels when compared to all other racial/ethnic groups. Similar trends are reflected in the 2005-2006 data.

An additional FFY 2005 data issue is also being further explored. There are inconsistencies found within the SRSD and MI-CIS databases. A spreadsheet was developed that contained a mathematical test to compare an LEA's total disability population (by race) to the LEA's total operating district population (by race). The results of these tests were disaggregated to show that 83 LEAs have at least one disability/race category (Section 618 December count data) with more students than the total student population for that race/ethnicity in that LEA (SRSD data). When this occurs it can create a situation where a racial group has a risk of greater than one. This has the effect of creating a smaller WRR if the category in question is in the denominator of the equation, and a larger WRR if category is used in the numerator. Other analyses tend to indicate that there is some mismatch between the racial designations given to the same students in the SRSD and the MI-CIS.

The OSE-EIS will give careful consideration to contributing factors such as:

- LEA evidence that may explain higher WRRs,
- Documentation of satisfactory LEA policies, procedures and practices (i.e., districts where an influx of Schools of Choice students in LEAs with a strong positive reputation for special education services, or high numbers of foster care homes serving specific racial/ethnic subgroups, etc.).
- The stability of risk ratios over time; especially in small districts.
- Performance of the racial/ethnic groups with respect to graduation and drop out rates, performance on statewide assessments, educational settings, identification rates, discipline, and how these factors correlate with the risk ratios for the respective race/ethnic groups.
  - For example, African American students in Michigan have a higher likelihood of receiving services in a separate facility than other groups and are more likely to be identified with a cognitive impairment.
- How other states are defining significance.
- Allocation of resources.

The OSE-EIS will provide guidance on conducting a self-review and developing an improvement plan, to LEAs identified at risk level 3. The OSE-EIS will also implement tiered interventions with districts with risk levels 1 and 2 as a preventative measure. In addition, the OSE-EIS will continue to review and study data from districts with fewer than ten non-white students with disabilities over a three-year period to determine if patterns of disproportionate representation emerge. The OSE-EIS will continue to resolve the data collection/analysis concerns that will help to correctly identify and then serve disproportionate populations.

### **Requirements of the 2005 APR**

In the APR letter dated September 23, 2005, the OSEP indicated that the State had not yet demonstrated meeting the requirements of 34 CFR §300.755 by determining what constitutes a significant discrepancy, reviewing its data against that standard and providing for the review, and if appropriate, revision of the policies, procedures and practices. The response required the OSE-EIS to provide the following information and data:

- A plan including strategies, proposed evidence of change, targets and timelines designed to ensure correction of the noncompliance as soon as possible, but not more than one year after OSEP accepts the plan;
- A progress report including data analysis demonstrating progress toward compliance no later than six months from the data of the letter; and
- A report to the OSEP with data and analysis demonstrating compliance as soon as possible, but not later than 30 days following the end of the year.

**Response to the APR Requirements**

Two interim progress reports have been submitted-- February, 2006 and September, 2006. The approved activities were as follows:

- A. Continue to convene the disproportionality core planning team and stakeholders to facilitate the implementation of the plan: Continue efforts to increase awareness of the state's disproportionate representation issues, facilitate understanding of data, and promote organizational learning within the OSE-EIS.
- B. Finalize the rubric to be used to review LEA policies, procedures and practices that impact disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification.
- C. Identify LEA data that show disproportionate representation of racial and ethnic groups in special education and related services, and triggers the review of policies, procedures and practices.
- D. Implement the self review process, using the MDE OSE-EIS Disproportionality Rubric for reviewing policies, procedures and practices of LEAs/PSAs that demonstrate disproportionate representation.
- E. Apply appropriate levels of intervention, including compliance agreements and/or sanctions, to those LEAs/PSAs determined to be out of compliance on this indicator.

**The following provides an update on completion of activities outlined in September 2006 Progress Report on 2004 APR.**

- 1. October 2006: The OSE-EIS disproportionality core team and stakeholders was expanded to create Michigan's Disproportionality Community of Practice (DisCoP). Representatives from the DisCoP attended the NCCRESt Training of Trainers Conference, to enhance members' knowledge base and skills in developing and implementing improvement plans, assessing educational systems, and developing shared leadership teams for inclusive, culturally responsive school systems. This learning is also being applied to the development of the LEA self-review process (responds to APR Requirements A, B, and D).
- 2. The OSE-EIS in partnership with the Michigan Education Association (MEA) conducted a presentation on Michigan's approach to addressing disproportionate representation issues during the MEA State Professional Development Conference in December 2006 (responds to APR Requirements A and B).
- 3. OSE-EIS consultants presented information and data improvement activities for addressing disproportionate representation during the December 2006 OSE-EIS Michigan IDEA Leadership Institute, attended by 150 local special education administrators, and other special education personnel (responds to APR Requirement A).
- 4. OSE-EIS efforts to calculate Weighted Risk Ratios (WRRs) presented several challenges for the OSE-EIS data team, the data analysis contractor (Wayne State University's Center for Urban Studies) and consultants, resulting in

business rules for calculating WRRs (Appendix I). Subsequently, LEAs with WRRs of 1.5 or higher on the second round of calculations were notified of having a higher than anticipated proportion of African American students identified for special education. These districts participated in a data verification process completed in December 2006 (responds to APR Requirement C).

5. The data verification process, which consisted of phone contacts with LEA and ISD personnel to verify accuracy of district data and to explain any exceptional circumstances occurring in their respective districts, surfaced additional data issues. The OSE-EIS Data team and Disproportionality team convened a data referent group to provide the OSE-EIS with recommendations on how to resolve the issues. Upon review of the referent group's recommendations the data analysis and business rules were revised. The results of that round of calculations were reviewed, resulting in another round of calculations to address additional issues which surfaced when using z-scores. A new set of business rules was developed in January 2007 to standardize the process for calculating disproportionate representation. It was also determined that disproportionate representation would be defined as any race/ethnic groups that are over-represented in the statewide data having a weighted risk ratio (WRR) greater than 2.5. The new business rules provided a more reliable approach for establishing baseline and targets for measuring progress (responds to APR Requirements C and D).
6. LEA data were recalculated based on the business rules. LEAs are being ranked, with those remaining on the list (for having higher than anticipated proportion of African American students identified for special education for all disabilities and for cognitive impairment) will be notified in February 2007 (see Response to the APR Requirements C and D).
7. The OSE-EIS continues to adapt the NCCRESt rubric to reflect the Michigan context. Advice was sought from the NCCRESt and others in the field (e.g., members of the MEA, ISD and LEA special education directors) regarding which rubric standards facilitate determination of disproportionate representation based on inappropriate identification. The standard selected will be used for the first round of self-reviews with LEAs identified for the fourth level of proposed intervention, scheduled to begin in March 2007. The NCCRESt is working with the OSE-EIS to provide the professional development for DisCoP representatives to support districts' use of the rubric. The self-review process will be introduced to districts in early March (responds to APR Requirements B).
8. The DisCoP is working with the OSE-EIS Continuous Improvement and Monitoring System (CIMS) monitors to integrate the Disproportionality Self-Review and improvement planning processes into current the OSE-EIS CIMS process. Full integration should be completed and incorporated into the 2008-2009 monitoring cycle. The CIMS is currently undergoing revisions. Once completed, all districts participating in CIMS will be also proactively assess their status on disproportionate representation (responds to APR Requirements A, D and E).



9. In January 2007 the OSE-EIS staff met with LEA and ISD special education directors. They generated recommendations regarding how to guide LEAs in addressing 613(f) for Early Intervening Services [*IDEA §618(d)1(B)*] requirements. (responds to APR Requirements A, C, D and E.)
10. LEAs will be assigned to one of four tiered intervention levels based on each district's WRRs/ARRs (responds to APR Requirements C, D and E).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2006 (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2007 (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2008 (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2009 (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.
2010 (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

#### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2006	Attend the NCCRESt Training of Trainers Conference to enhance members' knowledge base and skills to assist LEAs with developing and implementing improvement plans, assessing their systems, and developing shared leadership teams for inclusive, culturally responsive school systems.	Disproportionality Advisory Committee, NCCRESt, LEAs
2006-2007	Develop a comprehensive guide on how districts identified as having disproportionate representation are to respond to section 613(f) for Early	OSE-EIS

Timelines	Activities	Resources
	Intervening Services. [IDEA §618(d)1(B)].	
2006-2011 <i>Deleted</i> 2/2/2009	Continue to review MDE policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	OSE-EIS admin
2007-2011 <i>Revised</i> 2/1/2008	The OSE-EIS will convene a diverse advisory committee composed of general education and special education stakeholders, data experts, institutions of higher education faculty and members of professional organizations to meet semi-annually.	OSE-EIS, Disproportionality Advisory Committee, ISDs and LEAs, WSU, CIMS team, NCCREST, Great Lakes East Comprehensive Center subcontractors including American Institutes of Research (AIR) and RMC, NCRRC <sup>50</sup>
2006 -2011 <i>Revised</i> 2/1/2009	Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionate representation.  Study districts that in fact exhibit the determinants but do not have disproportionate representation issues.	WSU, NCCREST, CEN <sup>51</sup> , Great Lakes East Comprehensive Center, Disproportionality Advisory Committee
2006 -2011 <i>Revised</i> 2/1/2009	Meet semi-annually to recommend ways to analyze and address disproportionate representation data issues.	OSE-EIS Data referent group, Disproportionality Advisory Committee, ISD data consultants, WSU, Great Lakes East Comprehensive Center
2006- 2011 <i>Revised</i> 2/1/2009	Notify LEAs of their disproportionate representation status and the appropriate level of intervention to begin and complete the verification process	OSE-EIS, WSU

<sup>50</sup> North Central Regional Resource Center.

<sup>51</sup> Center for Educational Networking (CEN), Michigan's Information Dissemination Grantee.

Timelines	Activities	Resources
2007	Analyze disproportionate representation data further to determine where there are districts with evidence of under-representation of certain groups of students identified for special education and related services.	WSU, OSE-EIS, Disproportionality Advisory Committee, Great Lakes East Comprehensive Center, Data referent group
2007	Develop an electronic data verification process.	OSE-EIS, CEN
2007	Consider the potential for an annual Summit on Culturally Responsive Educational Systems, as requested by LEA and ISD Special Education directors.	Disproportionality Advisory Committee, NCCRESt, Great Lakes East Comprehensive Center, OSE-EIS, MDE leadership
2007-2008	Address school culture and cultural responsiveness and consider the state's disproportionate representation data as district sites are selected for participation.	State Personnel Development Grant (SPDG), MiBLSi <sup>52</sup>
2007 ongoing as needed <i>Deleted</i> 2/2/2009	Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionate representation self-review of policies, procedures and practices and develop improvement plans; ongoing annually until disproportionate representation is embedded within the CIMS.	OSE-EIS, LEAs Disproportionality Advisory Committee, NCCRESt, Great Lakes East Comprehensive Center
2007-2011 <i>Deleted</i> 2/1/2011	Design a training of trainers model for LEA and ISD staff on ways to develop culturally responsive and proficient educational systems.	NCCRESt, Disproportionality Advisory Committee, Great Lakes East Comprehensive Center, ISDs and LEAs
2007-2011	Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	OSE-EIS, stakeholders
2007-2008 2007- 2011 <i>Revised</i>	Redesign the CIMS self review and corrective action plan (CAP) processes to more comprehensively address issues of	CIMS, ISD monitors, NCCRESt, Great Lakes East Comprehensive

<sup>52</sup> Michigan Integrated Behavior and Learning Support Initiative.

Timelines	Activities	Resources
2/2/2009	disproportionate representation.	Center
2007-2011 <i>Revised</i> 2/2/2009	Design and maintain a Web page with resources and links to critical information on disproportionate representation.	Disproportionality Advisory Committee, CEN, OSE-EIS Webmaster
2007-2011 <i>Inserted</i> 2/1/2008  <i>Revised</i> 2/1/2010	The OSE-EIS will prepare resource materials and develop and disseminate products, tools, and training based on IDEA requirements for Child Find.	OSE-EIS, CEN
2007-2011 <i>Inserted</i> 2/1/2008	The OSE-EIS will annually review the calculations used to determine disproportionate representation and adjust the business rules based on district patterns analyzed to yield an increasingly accurate approach.	OSE-EIS Data referent group, Disproportionality Advisory Group, ISD data consultants, Great Lakes East Comprehensive Center subcontractors including AIR and RMC.
2007-2011 <i>Inserted</i> 2/1/2008	The OSE-EIS will provide Technical Assistance regarding corrective action plans (CAP) related to noncompliance and assist LEAs in revising policies, procedures and/or practices.	OSE-EIS, NCRRC, other state departments of education, ISD monitors
2007-2011 <i>Inserted</i> 2/1/2008	The OSE-EIS will provide professional development to ISD planner monitors in order to address issues regarding disproportionate representation.	OSE-EIS, Disproportionality Advisory Committee, Great Lakes East Comprehensive Center staff and subcontractors
2007-2011 <i>Inserted</i> 2/1/2008  <i>Deleted</i> 2/1/2010	The OSE-EIS will explore the possibility of designing and implementing professional development opportunities that build district capacity to create culturally sensitive goal-directed systems.	OSE-EIS, Great Lakes East Comprehensive Center and subcontractors

Timelines	Activities	Resources
2008-2011 <i>Inserted</i> 2/1/2008  <i>Deleted</i> 2/1/2010	Michigan's proposed levels of risk for disproportionate representation and corresponding interventions will include risk ratios and specific interventions for over- and under-representation (see Table 1).	OSE-EIS, Disproportionality Advisory Committee
2007-2011 <i>Inserted</i> 2/1/2008	The OSE-EIS will work with the <a href="#">Center for Educational Performance and Information (CEPI)</a> to refine data collection issues and alignment with new Office of Management and Budget (OMB) multiracial/ethnic coding.	OSE-EIS, WSU, CEPI
2007-2011 <i>Inserted</i> 2/1/2008	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's emerging work with the NCSEAM<sup>53</sup> General Supervision Framework</li> </ul>	OSE-EIS, MI Mandated Activities Grants

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:  
[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>53</sup> National Center for Special Education Accountability Monitoring.

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator a variety of stakeholder groups assisted with data analysis issues and programmatic concerns. They included the following: The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) staff, an external stakeholder data referent group, the Disproportionality Community of Practice (DisCoP) core planning team, statistical consultation from Wayne State University's (WSU) Center for Urban Studies, the North Central Regional Resource Center (NCRRC), the Great Lakes East Comprehensive Center and the National Center for Culturally Responsive Educational Systems (NCCRESt). The team reviewed current IDEA compliance and developed approaches to address data verification issues and to achieve compliance, responding to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 23, 2005.

### Monitoring Priority: Disproportionate Representation—Eligibility Category

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

**Measurement:** Percent =  $\left[ \left( \frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right) \times 100 \right]$

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

**Definitions:** Disproportionate representation<sup>54</sup> refers to over- or under-representation of any race/ethnicity in special education and related services. Disproportionate representation in special education occurs when:

- (a) The number of students ages 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the state and district population, AND
- (b) There are data that support that membership in a given group affects the probability of being placed in a specific special education category.

<sup>54</sup> Adapted from North Carolina 2005 SPP report (Indicators 9 and 10, page 45).

**Disproportionate representation:** Michigan's operational definition of districts with "disproportionate representation" of racial/ethnic groups in specific disability categories that is the result of inappropriate identification includes:

	Over-Representation	Under-Representation
<b>Step 1: Calculation</b>	<p>A <u>verified</u> ratio<sup>55</sup> &gt;2.5 for two consecutive years for race/ethnicity groups in any one disability category</p> <p>This is used to identify districts for Focused Monitoring.</p>	<p>A <u>verified</u> ratio &lt;0.40 for two consecutive years for race/ethnicity group in any one disability category.</p> <p>This is used to identify districts for Focused Monitoring.</p>
<b>Step 2: District Self-Review Process</b>	Districts identified after data verification engage in a self-review of policies, procedures and practices regarding identification. The results of the review are analyzed by the OSE-EIS monitors for potential compliance issues.	Districts identified after data verification engage in a self-review process using the telephone interview questions which are subsequently presented to OSE-EIS for review.
<b>Step 3: Analysis of Inappropriate Identification</b>	The Office of Special Education and Early Intervention Services (OSE-EIS) completes an onsite monitoring visit that reviews identification policies, procedures using the district self-review, plus interviews, student file and document reviews. This culminates in a decision about inappropriate identification.	The OSE-EIS completes a district telephone interview that reviews identification policies, procedures and practices. This culminates in a decision about inappropriate identification.

<sup>55</sup> In cases where the sum of all other students with disabilities equals fewer than 10, an Alternate Risk Ratio (ARR) was calculated for the race under consideration, per Westat, Inc. recommendation. A Risk Ratio (RR) was calculated when the racial/ethnic distribution of the district's student population varies significantly from the state racial distribution (2006: American Indian 0.95%, Asian 2.41%, Black 20.30%, Hispanic 4.32%, White 72.02%), which is used to calculate WRRs/ARRs. The RR compares identification rates by race/ethnicity against the district's student population. This was particularly an issue for districts where the American Indian or Black populations were the majority race.—See detailed set of Business Rules in Appendix J.

**Overview of Issue/Description of System or Process:**

Michigan's current analysis of local district disproportionate representation data began in August 2005. Following initial analysis, notifications were disseminated to those districts with a higher than anticipated proportion of African-American students identified for special education and/or identified as cognitively impaired ( $WRR \geq 1.5$ ). Select districts participated in a data verification process with OSE-EIS staff. This process illuminated a number of unanticipated data-related issues including the following:

- Resident vs. operating district designations: The initial WRR calculation included students attending Schools of Choice or charter schools. Resident districts "disclaimed responsibility" for students attributed to them based on resident address, but who were attending non-district schools.
- Calculating WRRs for LEAs with fewer than 10 students in a specified subgroup.

Given this new input and information learned about strategies used by states to calculate disproportionate representation, the OSE-EIS re-examined the demographic data and calculations. The OSE-EIS and statistical consultants conducted several rounds of data analysis before finally deciding on a set of business rules that would be applied to this process. The following table outlines and explains the changes to the calculations.

**Table 1: Michigan's Previous and Current Calculations of Disproportionate Representation**

Previous calculation	New calculation
Included all special education students birth through 26 (Michigan Rules age range)	Limited population to students ages 6 through 21, per <i>Individuals with Disabilities Education Act</i> (IDEA) Part B definition.
Conducted WRR disproportionate representation analysis for all LEAs with a minimum enrollment of 30 special education students	Conducted WRR disproportionate representation analysis for all LEAs with a minimum of 30 special education students enrolled AND a minimum of 10 special education students in any subgroup. This is consistent with the state's assessment standard of a minimum group size of ten students for reporting.  Conducted Alternate Risk Ratio (ARR) analysis for LEAs with fewer than 10 non-white special education students (per Westat, Inc. guidance).
Excluded charter school students from <u>resident</u> district calculations, and included Schools of Choice students in the <u>operating</u> district calculations	Included charter school students AND Schools of Choice students in <u>resident</u> district calculations. Separate calculations were completed for charter schools as <u>operating</u> districts to determine their disproportionate representation status.



Previous calculation	New calculation
Excluded adult education students	Included adult education students through age 21

One round of calculations involved using an Alternate Risk Ratio (ARR) for districts with fewer than ten students in a subgroup. Using the average of the district's ratio and variance, a standard deviation was established. In order to determine statistical significance a difference of means test was conducted. Using a 0.05 significance level, Z scores identified districts with disproportionate representation rates significantly above the mean. Very few districts fell into this level of significance. Those that did had extremely high WRRs. Furthermore, the mean was not stable across calculations, and there was question about whether it would be stable across years. Since this process did not appear to adequately identify districts and the calculations were very complicated and difficult to explain, the following business rules were refined and expanded as reflected below.

1. Calculate WRRs for LEAs using both operating and resident district data.
2. Remove from the calculation students placed in residential centers by the courts, other state agencies, IEP teams or parents.
3. Do not report WRR calculations for districts with fewer than 10 students in a given subgroup.
4. Create a WRR table for overall operating and resident district data ranked from lowest to highest. Select districts based on their lower ratio (operating or resident). Charter schools only have operating district data.
5. Use WRR data to classify selected districts in accordance with the proposed levels of risk outlined in Table 1.
6. Late in the process, based upon consultation with Westat, Inc., Alternative Risk Ratios (ARRs) were re-introduced into the process for calculations for certain districts. In northern Michigan, especially, there are districts with a high proportion of white students and small numbers of any other populations. The effect is to produce very high WRRs for white students. Westat, Inc. recommended using the ARR in these situations. This recommendation was implemented for districts where the WRR comparison group represented fewer than 10 students.

The business rules were ultimately modified to identify districts that have over- or under-representation in all races/ethnicities in specific disability categories.

**April 14, 2008 Update:** In response to the OSEP feedback that the current calculation of disproportionate representation is "inconsistent with the required measurement" – "that it does not identify districts for disproportionate representation of racial and ethnic groups in each of the six specified categories" the following steps were taken that will affect the final data in Table 2:

- The OSE-EIS has amended its disproportionate representation business rules as stated on the previous page.

- The OSE-EIS has re-analyzed all LEA disproportionate representation data from school years 2005 and 2006 using the new rules. Preliminary findings suggest an increase in number (approximately 12) of districts with  $WRR > 2.5$ .
- Districts will be notified by April 21, 2009 of their current status along with a document outlining required next steps to address the concern.
  - Notified districts verify their data, with an opportunity to appeal.
  - Districts identified after data verification conduct a desk audit for review by the OSE-EIS monitors.
  - Districts with questionable procedures, policies, and practices participate in a regional meeting conducted by OSE-EIS to investigate issues further.
  - Where appropriate, the OSE-EIS conducts an onsite monitoring visit.
  - Districts with disproportionate representation due to inappropriate identification were required to implement an approved improvement plan within the year of findings.

See Appendix I for Business Rules.

**Table 1: Proposed Levels of Risk for Disproportionate Representation**

Level of Risk	Weighted Risk Ratio	Tiered Interventions
Level 1	0.5-1.5	Tier 1—awareness level technical assistance
Level 2	0.4-<0.5 and/or >1.5-2.5	Tier 2—at-risk group technical assistance
Level 3	<0.4 and/or >2.5	Tier 3—disproportionate representation intervention
Level 4	>3.0	Tier 4—intensive intervention

**Baseline Data for FFY 2005 (2005-2006):****Table 2: Michigan Racial/Ethnic Disproportionate Representation Analysis (WRR>2.5) by Disability Category (Numbers of Districts / Percentage of Districts)**

	American Indian		Asian		African American		Hispanic		White	
	#	%	#	%	#	%	#	%	#	%
<b>Cognitive Impairment</b>	0	0.00%	0	0.00%	13	1.67%	0	0.00%	0	0.00%
<b>Emotional Impairment</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Specific Learning Disability</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Speech and Language Impairment</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Other Health Impairment</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Autism</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Source: MI-CIS and Single Record Student Database (SRSD)

**Discussion of Baseline Data:**

At this point, the baseline for disproportionate representation of racial and ethnic groups by disability category is based solely on the WRR calculation. Thirteen (13) of the state's districts demonstrate disproportionate representation among one or more racial/ethnic groups. This represents 1.67% of Michigan's 777 school districts.

A review of additional data including LEA policies, procedures and practices was completed to validate that the calculated WRR and that disproportionate representation is "a result of inappropriate identification." The number of districts with WRRs greater than 2.5 is anticipated to diminish as local verification occurs within the proposed self-review of district policies, procedures and practices.

Measurement of disproportionate representation in Michigan was based primarily upon calculating Weighted Risk Ratios (WRRs), a process recommended by Westat, Inc., for all Michigan districts based using both their operating and resident district data. According to Westat, Inc., this statistic adjusts for district variability in racial/ethnic composition of comparison groups. Michigan elected to use the WRR to rank districts as the primary method for determining levels of risk and levels intervention.

Determination of WRR is accomplished by: (a) comparing the Risk for one racial/ethnic group to all others; and (b) adjusting the results of the Risk Ratio according to the composition of the state (see Appendix J for the formula).

This calculation of WRRs uses data from both the Single Record Student Database (SRSD) and the Michigan Compliance Information System (MI-CIS) and applies the business rules articulated in the *Overview of Issue* section of this report. The results of calculations are illustrated in the tables and figure above.

Michigan has 777 LEAs (includes public school academies and local education agencies). The racial/ethnic composition of students with disabilities is:

- American Indian = 1.1 %
- Asian = 1.8 %
- Black = 20.8 %
- Hispanic = 3.8 %
- White = 71.5 %

Source: MI-CIS

The OSE-EIS will continue to examine the policies, procedures and practices of districts with WRRs greater than 2.5 for students of all races/ethnicities in specific disability categories. The OSE-EIS will also offer LEAs at risk levels 1-2 the opportunity to complete a disproportionate representation self-review rubric to determine the extent to which their policies, procedures and practices contribute to the proposed disproportionate representation status.

The March 2005 APR, described a preliminary analysis of Risk Ratio data, compared across indicators. It appeared that several disability and race/ethnicity groups had disproportionate representation (e.g., White students were 2.75 times more likely than the comparison groups to be identified as students with "Other Health Impairments" or the under-representation of Asian students overall as students with disabilities). Upon further analysis, it was noted that African American students, the second largest minority group in Michigan, composing about 21% of the student enrollment, were more frequently served outside the regular classroom and had lower performance levels when compared to all other racial/ethnic groups. Similar trends are reflected in the 2005-2006 data.

An additional FFY 2005 data issue is being further explored. Inconsistencies were found between the SRSD and MI-CIS databases regarding how multiracial students are counted which in turn impacts the calculation of the WRR.

The OSE-EIS will give careful consideration to contributing factors such as:

- LEA evidence that may explain higher WRRs,
- Documentation of satisfactory LEA policies, procedures and practices (i.e., districts where an influx of "Schools of Choice" students in LEAs with a strong positive reputation for special education services, or high numbers of foster care homes serving specific racial/ethnic subgroups, etc.).
- The stability of risk ratios over time; especially in small districts.
- Performance of the racial/ethnic groups with respect to graduation and drop out rates, performance on statewide assessments, educational settings,

identification rates, discipline, and how these factors correlate with the risk ratios for the respective race/ethnic groups.

- For example, African American students in Michigan have a higher likelihood of receiving services in a separate facility than other groups and are more likely to be identified with a cognitive impairment.
- How other states are defining significance.
- Allocation of resources.

The OSE-EIS will provide guidance on conducting a self-review and developing an improvement plan to LEAs identified at risk level 3. The OSE-EIS will also implement tiered interventions with districts with risk levels 1, 2, 4 for all races/ethnicities as a preventative measure. In addition, the OSE-EIS will continue to review and study data from districts with fewer than ten non-white students with disabilities over a three-year period to determine if patterns of disproportionate representation emerge. The OSE-EIS will continue to resolve the data collection/analysis concerns that will help to correctly identify students.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2006 (2006-2007)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2007 (2007-2008)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2008 (2008-2009)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2009 (2009-2010)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.
2010 (2010-2011)	The percent of districts with disproportionate representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification will be 0%.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2006	Attend the NCCRESt Training of Trainers Conference to enhance members' knowledge base and skills to assist LEAs with developing and implementing improvement plans, assessing their systems, and developing shared leadership teams for inclusive, culturally responsive school systems.	Disproportionality Advisory Committee, NCCRESt, LEAs
2006-2011 <i>Deleted 2/2/2009</i>	Continue to review MDE policies and procedures with regard to cultural responsiveness to assure compliance and alignment with IDEA 2004.	OSE-EIS admin
2007-2011 <i>Revised 2/1/08</i>	The OSE-EIS will convene a diverse advisory committee composed of general education and special education stakeholders, data experts, institutions of higher education faculty and members of professional organizations to meet semi-annually.	OSE-EIS, ISDs and LEAs, WSU, CIMS team, NCCRESt, NCRRC, Great Lakes East Comprehensive Center subcontractors, including American Institutes for Research and RMC
2006-2011	Conduct ongoing literature reviews to identify the determinants and appropriate interventions for disproportionate representation. Study districts that in fact exhibit the determinants but do not have disproportionate representation issues.	WSU, NCCRESt, CEN <sup>56</sup> , Great Lakes East Comprehensive Center, Disproportionality Advisory Committee
2006-2011	Meet semi-annually to recommend ways to analyze and address disproportionate representation data issues.	OSE-EIS Data referent group, Disproportionality Advisory Committee, ISD data consultants, WSU, Great Lakes East Comprehensive Center
2006-2011	Notify LEAs of their disproportionate representation status and the appropriate level of intervention to begin and complete the verification process.	OSE-EIS, WSU
2007	Analyze disproportionate representation data further to determine where there are districts with evidence of under-representation of certain groups of students identified for special education and related	WSU, OSE-EIS, Disproportionality Advisory Committee, Great Lakes East Comprehensive Center

<sup>56</sup> Center for Educational Networking (CEN), Michigan's Information Dissemination Grantee.

Timelines	Activities	Resources
	services.	subcontractors, American Institutes for Research and RMC, Data referent group
2007	Consider the potential for an annual Summit on Culturally Responsive Educational Systems, as requested by LEA and ISD Special Education directors.	Disproportionality Advisory Committee, NCCRESt, Great Lakes East Comprehensive Center, OSE-EIS, MDE leadership
2007-2008	Address school culture and cultural responsiveness and consider the state's disproportionate representation data as district sites are selected for participation.	State Personnel Development Grant (SPDG), MiBLSI <sup>57</sup>
2007 ongoing as needed <i>Deleted 2/2/2009</i>	Conduct annual regional meetings with LEAs to provide guidance on how to conduct the disproportionate representation self-review of policies, procedures and practices and develop improvement plans; ongoing annually until disproportionate representation is embedded within the CIMS.	OSE-EIS, Disproportionality Advisory Committee, NCCRESt, Great Lakes East Comprehensive Center, LEAs
2007-2011 <i>Revised 2/2/2009</i>	Use a listserv to distribute information about culturally proficient systems for LEA and ISD staff.	NCCRESt, Disproportionality Advisory Committee, Great Lakes East Comprehensive Center, ISDs and LEAs
2007-2011	Present information and gather input at conferences and key meetings with key stakeholder groups in order to enhance awareness of issues and prevention strategies, as well as necessary corrective actions.	OSE-EIS, stakeholders
2007-2008	Redesign the CIMS self-review and improvement plan processes to address more comprehensively issues of disproportionate representation.	CIMS, NCCRESt, ISD monitors, Great Lakes East Comprehensive Center
2007-2011	Design and maintain a Web page with resources and links to critical information on disproportionate representation.	Disproportionality Advisory Committee, CEN, OSE-EIS Webmaster
2007-2011 <i>Deleted 2/2/2009</i>	Include Indicator 10 Level 4 LEAs in the proposed work with Indicator 9 LEAs.	OSE-EIS, ISDs, LEAs identified

<sup>57</sup> Michigan Integrated Behavior and Learning Support Initiative.

Timelines	Activities	Resources
2007-2011 <i>Revised</i> 2/2/2009 <i>Deleted</i> 2/1/2011	Through MI3, work with the OSE-EIS Family Involvement team, the Michigan Alliance for Families, and the Citizens Alliance to Uphold Special Education (CAUSE) to prepare resources for parent mentors and educators to share with parents of students with disabilities throughout Michigan to enhance awareness of disproportionate representation issues and increase meaningful parent involvement in the education of children with disabilities.	OSE-EIS Disproportionality team, OSE-EIS Family Involvement team, Michigan Alliance, CAUSE <sup>58</sup>
2007-2011	Continue to review its own policies and procedures with regard to cultural responsiveness and to assure compliance and alignment with IDEA 2004.	OSE-EIS, MDE, Great Lakes East Comprehensive Center, Disproportionality Advisory Committee
2008-2009	Examine the need to develop technical assistance for English Language Learners. This decision will be based on whether it is determined that there is inappropriate identification due to linguistic differences of students with disabilities.	OSE-EIS, Great Lakes East Comprehensive Center, Disproportionality Advisory Committee
2007-2011 <i>Inserted</i> 2/1/08	The OSE-EIS will prepare resource materials and develop and disseminate products, tools and training modules based on research-based results of effective Child Find interventions and identification practices.	OSE-EIS, CEN
2007-2011 <i>Inserted</i> 2/1/08	The OSE-EIS will annually review the calculations used to determine disproportionate representation and adjust the business rules based on district patterns analyzed to yield an increasingly accurate approach.	OSE-EIS Data referent group, Disproportionality Advisory Committee, ISD data consultants, Great Lakes East Comprehensive Center
2008-2011 <i>Inserted</i> 2/1/08	The OSE-EIS will provide technical assistance regarding corrective action plans (CAPs) related to noncompliance and assist LEAs in revising policies, procedures and/or practices.	OSE-EIS, NCRRC, other state departments of education, ISD monitors
2007-2011 <i>Inserted</i> 2/1/08	The OSE-EIS will provide professional development to intermediate school district planner monitors in order to address issues regarding disproportionate representation.	OSE-EIS Disproportionality Advisory Committee, Great Lakes East

<sup>58</sup> Citizens' Alliance to Uphold Special Education, Michigan's Parent Training and Information Center.



Timelines	Activities	Resources
		Comprehensive Center staff and subcontractors
2008-2011 <i>Inserted</i> 2/1/08  <i>Deleted</i> 2/1/2010	The OSE-EIS will explore the possibility of designing and implementing professional development opportunities that build district capacity to create culturally sensitive goal-directed systems.	OSE-EIS, Great Lakes East Comprehensive Center staff and subcontractors
2007-2011 <i>Deleted</i> 2/2/2009	Michigan's proposed levels of risk for disproportionate representation and corresponding interventions will include risk ratios and specific interventions for over- and under-representation (see Table 1 on page 105).  The next focus will be to design proactive interventions designed to keep districts from reaching risk levels of disproportionate representation.	OSE-EIS, Disproportionality Advisory Committee
2007-2011 <i>Inserted</i> 2/1/08	The OSE-EIS will work with the <a href="#">Center for Educational Performance and Information (CEPI)</a> to refine data collection issues and alignment with new Office of Management and Budget (OMB) multiracial/ethnic coding.	CEPI, OSE-EIS, WSU
2008-2011 <i>Inserted</i> 2/1/08	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's emerging work with the NCSEAM<sup>59</sup> General Supervision Framework</li> </ul>	OSE-EIS, MI Mandated Activity Grants

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>59</sup> National Center for Special Education Accountability Monitoring.

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team had to consider the interim data collection strategies implemented to collect baseline data for LEA performance on this indicator, and the meaningfulness of data collected using this process. The stakeholder team will continue the review the process in order to determine any process or data collection redesign issues that should be addressed in future data collection efforts. Activities that focus on efforts to achieve and maintain compliance on this indicator have been emphasized.

### Monitoring Priority: General Supervision / Child Find

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.  
(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

### Overview of Issue/Description of System or Process:

Michigan Administrative Rules for Special Education (MARSE) R340.1721c(2) establish a 30 school days timeline from parental consent to evaluate and determination of eligibility. This timeline is applicable for this indicator.

A child suspected of a disability who may need special education services may be referred to an Intermediate School District (ISD) or to a Local Educational Agency (LEA). Some of the data necessary to report on this indicator is collected at both the ISD and LEA level as part of the Individualized Education Program (IEP) process, but it is not currently reported to the State Educational Agency (SEA).

While the statewide Section 618 December 1, 2005 Count does not capture any referral information, the Part C referral data has been collected and reported for

several years through Early Education Tracking System (EETRK). Special Education dates have not been collected.

### **Baseline Data for FFY 2005 (2005-2006):**

The data were collected using a survey method through a random sampling of ISDs and LEAs established by Wayne State University.

The range of days for the majority of those evaluations extending beyond the 30 school day timeline is 1 to 30 days. However, most evaluations not completed within 30 school days or a mutually agreed upon extension were completed six to ten school days beyond the 30 school day timeline.

- a. # of children for whom parental consent to evaluate was received= **1637**
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 30 school days or a mutually agreed upon extension = **220**
- c. # determined eligible whose evaluations and eligibility determinations were completed within 30 school days or a mutually agreed upon extension = **1098**

# of children included in (a) but not included in (b) or (c) = **319**

Percent = [(b + c) divided by (a)] times 100

$[(220 + 1098)/(1637)]100 = \mathbf{80.51\%}$

### **Discussion of Baseline Data:**

According to Michigan's baseline data, 80.51% of children with parental consent to evaluate, were evaluated and eligibility determined with 30 school days or a mutually agreed upon extension. Data collection systems were not in place during 2005-2006 to accurately collect for this indicator. Statewide surveys were conducted to collect data post school year.

The children for whom parental consent to evaluate was received and eligibility determination were not completed within 30 school days or a mutually agreed upon extension is 319. Of those children, 293 had eligibility determination completed beyond the 30 days and 26 children had no determination completed.

The following reasons were indicated when eligibility was determined beyond the 30 school day timeline:

- Scheduling conflicts of IEP team members
- Student moved out of district
- Unable to assess student due to absenteeism
- Staff shortage
- Case loads too great
- Student death
- Health issues
- Non-district staff not adhering to timelines (doctors or other health professionals)
- Parent withheld consent
- Reasons unknown

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2006 (2006-2007)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2007 (2007-2008)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2008 (2008-2009)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2009 (2009-2010)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).
2010 (2010-2011)	100 percent of children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (State established timeline).

**Improvement Activities/Timelines/Resources:**

<b>Timeline</b>	<b>Activity</b>	<b>Resources</b>
2006 (2006-2007)	Create a list of acceptable reasons that may contribute to the delay in meeting the 30 day timeline to evaluate and determine eligibility. Disseminate guidelines to districts.	OSE-EIS, ISDs & LEAs
2006 (2006-2007)	Develop a referral module for the SRSD and/or MI-CIS that includes how this data will be collected: referral date, date of parental consent to evaluate, and reasons for delays in evaluations and determination of eligibility. Update training manuals and distribute to stakeholders. Provide technical assistance.	Data Design and Development Team, ISDs & LEAs
2006-2007	Utilize new data field during the December data collection process and test data for accuracy. Provide feedback to ISDs and LEAs on submitted data by including the results on the District Data Portraits.	OSE-EIS Information Management Team, ISDs & LEAs
2006-2011	Establish and maintain a work group to completely revise Michigan's Child Find process. Include, at minimum, stakeholders from special education, general education,	OSE-EIS, Stakeholders ISDs, LEAs, National Consultants

Timeline	Activity	Resources
	early childhood education, safe schools, community service providers, agency service providers, the health field, institutes of higher education (including community colleges), and the community at large.	
2006 (2006-2011)	Disseminate information on the modifications to the data collection system and data collection requirements to the field in the form of data collection manuals and technical assistance models.	OSE-EIS Information Management Team, Section 619 consultant
2007 (2007-2011)	Revise all necessary data fields to gather required information for future APRs.	OSE-EIS Information Management Team
2007 (2007-2008)	Provide technical assistance to ISDs and LEAs on issues related to data collection for this and other indicators.	OSE-EIS Information Management Team
2007 (2007-2008)	Share information about issues related to this indicator and other indicators with the field.	OSE-EIS
2007-2011	Continue to collaborate with workgroup to review and update, as necessary, Michigan's Child Find process.	OSE-EIS, Child Find grantee Work Group members
2008-2010 <i>Inserted 2/2/2009</i>	Provide training, technical assistance, and support through the redesigned monitoring system (CIMS-2), the complaint system, and the district Determinations process to all districts regarding federal regulation and state rule requirements in the identification of initial evaluations and the use of timeline extensions.	OSE-EIS Program Accountability Coordinators for Monitoring, Compliance and Policy; state monitors
2008-2011 <i>Inserted 2/2/2009</i>	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>• The general supervision indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's redesigned monitoring system (CIMS-2)</li> </ul>	OSE-EIS, MI3, ISD, state monitors

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team had to consider the interim data collection strategies implemented to collect data and establish baseline for LEA performance on this indicator, and the meaningfulness of data collected using this process. The stakeholder team will continue the review process in order to determine any process or data collection redesign issues that should be addressed in future data collection efforts. Activities that focus on efforts to achieve and maintain compliance on this indicator have been emphasized.

### Monitoring Priority: General Supervision / Early Childhood Transition

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

#### Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

### Overview of Issue/Description of System or Process:

Michigan is submitting a revised SPP report for Indicator 12, because additional data collection strategies have been implemented since submitting the December 2005 SPP that affect baseline data. The updated information begins on page 121.

Michigan Mandate for Special Education: Michigan is a birth mandate state, providing special education services from birth through age 25. The State provides programs and services under Michigan's special education mandate to children from

birth who have identified disabilities and are determined eligible for services. In addition, those infants and toddlers who are developmentally delayed or have established conditions, and their families, are served under Part C of IDEA. All birth - 2 children eligible for special education services, and their families, are eligible under Part C, if the parents choose services. Not all Part C eligible children and their families, however, are eligible for special education programs and services.

The state collects data on children being served under Part C (birth - 2) and those receiving special education services using different data reporting systems. Part C data are initially collected and maintained by Intermediate School Districts (ISD) using the Early Education Tracking System (EETRK) data system. The special education data are maintained by districts using their chosen data system or the Michigan Compliance Information System (MI-CIS). In addition, districts are required to submit specified special education data to the MI-CIS database for the Section 618 December 1 Count. In 2006 the EETRK and MI-CIS databases will begin to merge into one. Data from various systems are compiled for required federal reports.

Referrals and Referral Data Collection: Because Michigan is a birth mandate state, referrals of infants and toddlers for special education services can and do occur anytime between birth and age three. This affects measurement component (a), which counts the number of Part C children **referred** to special education. Many children are served through special education immediately.

In Michigan, all referrals to special education require parental consent to evaluate. This is true for all children being referred from Part C to special education, even though Part C has previously secured parental consent. In both situations, consent is secured as part of the referral and generally occurs on the same date.

The statewide special education Section 618 December 1 data collection does not capture any referral information. Currently the EETRK system has optional entry fields for referral dates and consent dates for Part C and separate dates for special education. The Part C referral date has been collected and reported for several years but the special education dates have not been consistently collected. The result is a limited set of records (about 20%) that have entries for the special education referral date.

The EETRK system contains a data field for identifying the special education eligibility of the child. In most cases, there is a corresponding entry of the IEP date. There is no distinction, however, for the IEP implementation date, although this date is generally the date of the IEP team meeting. Since the EETRK system has many of the data fields, EETRK data will be used to prepare the baseline.

Ineligible Children and New Data Collection: Provision of data on children found ineligible for special education is a **new requirement** for both Indicators 11 and 12. Collection of these data has not been a state requirement, although many ISDs and/or LEAs systematically collect and maintain such information in their various systems.

Likewise, Michigan had not collected reasons why a Part C child who is referred for special education may not have an IEP implemented by his/her third birthday. If a referral has been received by a district, the district maintains and monitors these data, while tracking the evaluation through the 30 school day evaluation period set by the State.

Since the existing data collection systems did not include all data elements necessary for this indicator, in 2005-2006 the information was collected using a Zoomerang Survey. The survey was sent to Cohort One in the Continuous Improvement & Monitoring System (CIMS) Service Provider Self-Review (SPSR). The ISDs in Cohort One are an approved random sample of all ISDs and LEAs in Michigan. The surveys collected data for the 2005 school year. The OSE-EIS Information Management Team worked with the MDE Section 619 Coordinator to compile the survey instrument that was disseminated to CIMS Cohort One.

Reasons For Timeline Delays and New Data Collection: Qualitative data, such as reasons for delays, maintained by LEAs and not easily collected through the existing data system, will be collected through Michigan's Continuous Improvement and Monitoring System (CIMS) using the Service Provider Self Review (SPSR). As part of the SPSR, a variety of Key Performance Indicators (KPIs) are used for data collection. A KPI is being developed to gather information regarding the status of special education children ages 3 to 5. The **new** federal requirements to identify the number of children found ineligible for special education and to describe the reasons why IEPs for Part C children have not occurred prior to their third birthdays will be incorporated in this KPI.

The OSE-EIS has developed a long-range plan to ensure collection of data for Indicators 11 and 12 are integrated in the existing data collection systems. Steps for collecting all requisite data for Indicator 12 include the following:

- Documentation of referrals made will be captured in EETRK/MI-CIS.
- Special education personnel will process the referral. Once an IEP is held, special education personnel will provide the Part C coordinator with the date the IEP was held, eligibility determination, and reason(s) why the IEP was held after the third birthday (if applicable).
- The Part C coordinator will enter data in EETRK to complete the monitoring of the IEP by recording the date and result of the IEP.

Data will be collected at the state through the regular June and December *Early On* collections. Data will be captured on:

- Children referred to special education in a specified period prior to the collection and who exited Part C at age 3 during the school year.
- The birth date and IEP date, indicating whether the IEP was held by a child's third birthday.
- The IEP will be used to indicate eligibility determination.
- The list of reasons that an IEP was held beyond the third birthday.
- Range of days that an IEP was held beyond the third birthday.



The MDE also recommends the use of several broad categories for districts to use in collecting data regarding timeline delays. These may include:

- Child not available to evaluate
- Child/family moved
- All parties agree to extend the evaluation period and progress is being made
- Child's evaluation is in process and is within the evaluation period.

#### **Baseline Data for FFY 2004 (2004-2005):**

The data presented below represent part of the measurement requirements for this indicator.

**Table 1: 2004 Part C Data Collection**

<b>Count of 2004 Part C Data Collection:</b>	<b>Total</b>	<b>%</b>
Total # of children exiting Part C at age 3	4509	
# of children served in Part C and eligible for Part B at exit (age 3)	2398	53.18
# of children not identified for Part B at exit (age 3)	2079	46.11
# of children with IEPs held after their 3 <sup>rd</sup> birthday	32	.71

The SPP 2005 data reflect children born between 12/2/2000 and 11/30/2004 because the indicator asks for information on children referred by Part C prior to age three. The 2005-2006 data reflects Cohort One in the CIMS, SPSR approximately one-third of LEAs statewide.

#### **Revised Performance Data for FFY 2005 (2005-2006):**

Percent = [(c) divided by (a - b)] times 100

$$[(408)/(714-271)]100 = 92.1\%$$

**Table 2: Data for FFY 2005 (2005-2006)**

(a) # of children who have been served in Part C and referred to Part B for eligibility determination.	714
(b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays	271
(c) # of those found eligible who have an IEP developed and implemented by their third birthdays	408
(d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services	0
# children included in (a) but not included in (b), (c) or (d)	35

Source: Sample from Cohort 1 of the Continuous Improvement Monitoring System (CIMS)

**Discussion of Revised Performance Data:**

92.1% of children referred by Part C prior to age three, who were found eligible for Part B, had an IEP developed and implemented by their third birthdays. Information learned at the time of the data verification activities indicated there is not an understanding at the ISD and/or LEA level about the expectation of this data collection. There is a clear need for these data fields to be added to the MI-CIS data fields in the fall of 2007 and for personnel to receive technical assistance about the data collection. The new data fields are confirmed for the 2007-2008 school year.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2006 (2006-2007)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2007 (2007-2008)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2008 (2008-2009)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2009 (2009-2010)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
2010 (2010-2011)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2005-2006	<ol style="list-style-type: none"> <li>1. Design new data fields to be collected statewide for special education referrals. Distribute manuals and information about new data fields to stakeholders.</li> <li>2. Design self review KPI to collect data on children ages 3-8.</li> <li>3. Work with the Early Childhood Education and Family Services (ECE&amp;FS) in order to improve transition from Part C to Part B services.</li> </ol>	Data design and development team, CIMS team, OSE-EIS, ECE&FS, Stakeholders, Grantees, ISDs, LEAs

Timelines	Activities	Resources
2006-2007	<ol style="list-style-type: none"> <li>1. Collect data in the new data fields during the December 2006 collection process and test for accuracy.</li> <li>2. Provide feedback on submitted data by including the fields in District Data Portraits.</li> <li>3. Collect data for the new, related requirement in Indicator 11, due 2/07.</li> <li>4. Train ISD monitors in new Early Childhood KPI and implement. Collect and verify data.</li> <li>5. Work with ECE&amp;FS in order to improve transition from Part C to Part B services.</li> </ol>	Data design and development team, CIMS team, OSE-EIS ECE&FS, Stakeholders, Grantees, ISDs, LEAs
2006-2007	Analyze and report baseline performance in 2007 APR.	OSE-EIS
2007-2011	Identify LEAs determined to be out of compliance and target for technical assistance and appropriate corrective action.	OSE-EIS, CIMS Team, ECE&FS
2007-2008	<ol style="list-style-type: none"> <li>1. Collect data in the new data fields during the December 2006 collection process and test for accuracy. Make changes to increase accuracy.</li> <li>2. Collect and verify self review data.</li> <li>3. Collaborate with the ECE&amp;FS in order to improve transition from Part C to Part B services.</li> </ol>	OSE-EIS Information Management Team, CIMS team, OSE-EIS, ECE&FS, Stakeholders, ISDs, LEAs
2008-2009	<ol style="list-style-type: none"> <li>1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback.</li> <li>2. Collect and verify self review data.</li> <li>3. Collaborate with the ECE&amp;FS in order to improve transition from Part C to Part B services.</li> </ol>	OSE-EIS Information Management Team, CIMS team, OSE-EIS, ECE&FS, Stakeholders, ISDs, LEAs
2009-2010	<ol style="list-style-type: none"> <li>1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback</li> <li>2. Collect and verify self review data.</li> <li>3. Collaborate with the ECE&amp;FS in order to improve transition from Part C to Part B services.</li> </ol>	OSE-EIS Information Management Team, CIMS, OSE-EIS, ECE&FS, Stakeholders, ISDs, LEAs
2010-2011	<ol style="list-style-type: none"> <li>1. Collect data in the new fields during December collection. Verify accuracy with LEA feedback.</li> <li>2. Collect and verify self review data.</li> <li>3. Explore further the extension of Part C services as an option afforded in IDEA 2004.</li> <li>4. Collaborate with the ECE&amp;FS in order to improve transition from Part C to Part B services.</li> </ol>	OSE-EIS Information Management Team, CIMS team, OSE-EIS, ECE&FS

Timelines	Activities	Resources
2007-2009 <i>Inserted 2/1/08</i>	The MDE will work with <i>Early On</i> Training and Technical Assistance (EOT&TA) as well as with LEAs to define, support, and monitor transition activities from Part C to Part B.	OSE-EIS, ECE&FS, EOT&TA
2008-2011 <i>Inserted 2/1/08</i>	Develop and implement a more integrated set of activities across <ul style="list-style-type: none"> <li>• The FAPE in the LRE SPP indicators</li> <li>• The Michigan's State Personnel Development Grant, Michigan's Integrated Improvement Initiatives (MI3)</li> </ul> Michigan's emerging work with the NCSEAM General Supervision Framework	OSE-EIS, Grantees, NCRRC
2009-2011 <i>Inserted 2/1/2010</i>	The MDE will work with the CIMS-2 system, districts and EOT&TA to develop and monitor transition training and technical assistance activities from Part C to Part B.	ECE&FS, OSE-EIS, CIMS-2, EOT&TA

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) for 2005-2010****Overview of the State Performance Plan Development:**

1. See General Overview pages 1-8.
2. In March 2009 the Office of Special Education Programs (OSEP) designated Indicator 13 as a new indicator, revising the indicator language and measurement.
3. This required states to establish a new baseline in the FFY 2009 SPP.
4. The previous SPP section for this indicator is included in Appendix K as a historical reference.

**Monitoring Priority: General Supervision / Secondary Transition**

(Compliance Indicator)

**Indicator 13:** Percent of youth with Individualized Education Programs (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $\left[ \left( \frac{\text{\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority}}{\text{\# of youth with an IEP age 16 and above}} \right) \times 100 \right]$

**Overview of Issue/Description of System or Process:**Sample

Michigan's sample of IEPs for Indicator 13 data collection is drawn from the annual special education child count. Any student with an IEP age 16-21 in this count is

included in the eligible population for sampling<sup>60</sup>. The sampling frame uses a 90 percent response distribution assumption and a 5-10 percent margin of error to determine each district's sample size:

- Any district with fewer than 50,000 enrolled students is sampled annually to achieve a margin of error within plus or minus 10 percent at the 95 percent confidence level.
- Any district with 50,000 or more enrolled students is sampled annually to achieve a margin of error within plus or minus 5 percent at the 95 percent confidence level.

#### Data Collection

The intermediate school district (ISD) transition coordinators, with the local district counterparts, are trained to collect and analyze these data, complete data report-out sessions, and develop and implement corrective action plans (CAPs). Data collection begins April 1 and ends on October 1. IEP reviews are completed by district and ISD staff, and data are entered through a secure Web-based system.

An IEP review must determine that each of the following six elements is included in the IEP to comply with Indicator 13 requirements (see Appendix L for a sample of the Compliance Checklist for Secondary Transition):

1. The student was invited to the IEP Team meeting.
2. The student's postsecondary vision (postsecondary goals) is identified, including:
  - a. Development/update of the postsecondary vision (postsecondary goals) was based upon evidence of current transition assessment information;
  - b. Evidence the postsecondary vision (postsecondary goals) was updated annually; and
  - c. The postsecondary vision (postsecondary goals) is measurable.
3. The IEP identifies current student:
  - a. Academic achievement;
  - b. Functional performance; and
  - c. Transition related needs.
4. The IEP identifies transition services (including courses of study) that align with the postsecondary vision (postsecondary goals).
5. If any agency is likely to provide/pay for specified transition services, there must be evidence that:
  - a. Prior consent to invite any agency(s) was obtained from parent (or student if s/he has reached age of majority).
  - b. A representative from identified agency(s) was invited to the IEP Team meeting.
6. The IEP identifies at least one measurable annual IEP goal aligned with the postsecondary vision (postsecondary goals).

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<sup>60</sup> See Appendix M for Michigan's Indicator 13 Sampling Plan Approved by the Office of Special Education Programs March 18, 2010

Analysis

Because there is a gap between the annual special education child count date and the date that the IEP is audited for compliance with Indicator 13 requirements, students who are no longer receiving services in the district in which they were sampled are removed from the sample (e.g., if the student moved to another district, exited special education or graduated since the child count date). The ISD transition coordinators and their local district counterparts enter this information using the secure Web-based data collection system.

After removing students who are no longer in the district, the sample is checked for representativeness against the known population of students with IEPs eligible for Indicator 13 review (including age, race/ethnicity, gender, and primary disability). The differences in proportions test (z-test) is used to look for any variation between the final sample and the known population of students with IEPs (at the state level, and for each district with 50,000 or more enrolled students). A 95 percent confidence level is used to determine significance, and any statistically significant variation ( $p < .05$ ) is noted. For any demographic categories where a significant difference is identified, post-stratification weights are applied for comparison of results.

Correction of noncompliance

Districts with IEPs that are not compliant with the Indicator 13 requirements as of October 1, are issued a finding of noncompliance on December 15. Districts are required to convene a Review and Analysis Process team, identify the root cause of the noncompliance, and develop and submit a corrective action plan (CAP) by February 15. All CAPs are reviewed for approval. A progress report is due on June 1, and evidence of correction is due by September 15. Once the OSE-EIS verifies completion of the CAP activities and correction of the student-level noncompliance, the CAP will be closed and a closeout letter will be issued on December 15.

**Baseline Data for FFY 2009 (2009-2010):**

Using the sampling frame described above, an initial sample of 11,839 IEPs were randomly selected for review. Of these, 3,118 were removed from the sample because the student was no longer receiving special education services in the sampled district; this resulted in a final sample of 8,721 IEPs.

Among the 8,721 IEPs reviewed for Indicator 13 compliance, there were 6,483 compliant records. Therefore, Michigan's baseline FFY 2009 Indicator 13 compliance rate was 74.3 percent.

FFY 2009 Indicator 13 Compliance Rate			
FFY	N	# Compliant Records	Compliance Rate
2009	8,721	6,483	74.3%
[(6,483 ÷ 8,721) X 100 = 74.3%]			

Source: Checklist data from Public Sector Consultants

**Discussion of Baseline Data:**

The review of IEPs found 6,483 IEPs were compliant with Indicator 13, for an FFY 2009 baseline of 74.3 percent [(6,483 ÷ 8,721) X 100 = 74.3%].

Representativeness of sample

The final sample of 8,721 IEPs was checked for representativeness (for age, race/ethnicity, gender and disability) against the population of eligible students from the annual special education child count. A difference in proportions z-test was used to determine if the sample varied significantly from the population of eligible students. This test was done at the state level and for Michigan's only district with more than 50,000 enrolled students.

There were no significant differences between the population of eligible students and the final Indicator 13 sample for the district with more than 50,000 students in any demographic category.

As shown in the table on the following page, there were significant differences between the population of eligible students and the final Indicator 13 sample for certain ages, racial/ethnic groups, and disabilities at the state level.



Comparison of Population and Sample (state level)				
	Special Education Child Count N	Special Education Child Count Percent	Sample N	Sample Percent
<b>Gender</b>				
Male	29,236	65.5%	5,768	66.1%
Female	15,410	34.5%	2,953	33.9%
<b>Age</b>				
Age 16*	16,476	36.9%	3,844	44.1%
Age 17	14,940	33.5%	2,879	33.0%
Age 18*	8,111	18.2%	1,269	14.6%
Age 19*	2,569	5.8%	380	4.4%
Age 20*	1,459	3.3%	189	2.2%
Age 21*	1,091	2.4%	160	1.8%
<b>Race/Ethnicity</b>				
American Indian*	539	1.2%	137	1.6%
Asian	416	0.9%	70	0.8%
Black*	11,253	25.2%	1,283	14.7%
Hispanic	1,866	4.2%	338	3.9%
White*	30,572	68.5%	6,893	79.0%
<b>Disability Category</b>				
Autism Spectrum Disorder	2,628	5.9%	537	6.2%
Cognitive Impairment*	7,603	17.0%	1,351	15.5%
Deaf-Blindness	4	0.0%	1	0.0%
Emotional Impairment*	4,586	10.3%	740	8.5%
Hearing Impairment	560	1.3%	114	1.3%
Other Health Impairment*	4,391	9.8%	930	10.7%
Physical Impairment	579	1.3%	120	1.4%
Severe Multiple Impairment*	1,120	2.5%	183	2.1%
Specific Learning Disability*	22,035	49.4%	4,561	52.3%
Speech & Language Impairment	757	1.7%	124	1.4%
Traumatic Brain Injury	214	0.5%	37	0.4%
Visual Impairment	169	0.4%	23	0.3%

\* Difference between special education child count population and sample is statistically significant ( $p < .05$ ).

The significant variation in the sample percent compared to the population percent for these demographic categories can be partially explained by the data collection protocol that removes students who are no longer receiving services in their sampled district; e.g., the number of graduating students removed from the sample.

### Weighting

Weights are commonly used to adjust survey results for under- and over-representation of specific subgroups in a sample population. Weighting provides an estimate of the results that would be found if the distribution of a particular characteristic in the sample were identical to the distribution in the overall population. For any demographic category that varied significantly, post-stratification weighting was used to compute a weighted compliance rate. The table below shows the weights used to compute the post-stratification weight. Weights were calculated by dividing the percent of each demographic category in the eligible population from the child count by the corresponding percent in the final Indicator 13 sample. [Child Count Percent ÷ Sample Percent = Weight]

<b>Weights for Statistically Significant Demographic Categories (state level)</b>					
	<b>Special Education Child Count N</b>	<b>Special Education Child Count Percent</b>	<b>Sample N</b>	<b>Sample Percent</b>	<b>Weight</b>
<b>Age</b>					
Age 16	16,476	36.9%	3,844	44.1%	0.8372
Age 18	8,111	18.2%	1,269	14.6%	1.2485
Age 19	2,569	5.8%	380	4.4%	1.3206
Age 20	1,459	3.3%	189	2.2%	1.5079
Age 21	1,091	2.4%	160	1.8%	1.3320
<b>Race/Ethnicity</b>					
American Indian	539	1.2%	137	1.6%	0.7685
Black	11,253	25.2%	1,283	14.7%	1.7133
White	30,572	68.5%	6,893	79.0%	0.8664
<b>Disability Category</b>					
Cognitive Impairment	7,603	17.0%	1,351	15.5%	1.0993
Emotional Impairment	4,586	10.3%	740	8.5%	1.2106
Other Health Impairment	4,391	9.8%	930	10.7%	0.9223
Severe Multiple Impairment	1,120	2.5%	183	2.1%	1.1955
Specific Learning Disability	22,035	49.4%	4,561	52.3%	0.9437

Michigan's unweighted baseline FFY 2009 Indicator 13 compliance rate of 74.3 percent was then compared to weighted results for each of the demographic categories (age, race/ethnicity, disability). As shown in the table below, although the representativeness of the sample varied for these demographic categories, weighted results were not significantly different than unweighted results.

FFY 2009 Indicator 13 Weighted and Unweighted Compliance Rates (state level)			
	N	# Compliant Records	Compliance Rate
Age (Weighted)	8,682	6,485	74.7%
Race/Ethnicity (Weighted)	8,683	6,464	74.4%
Disability (Weighted)	8,718	6,481	74.3%
[(# Compliant Records ÷ N) x 100 = Compliance Rate]			
<b>UNWEIGHTED DATA</b>	<b>8,721</b>	<b>6,483</b>	<b>74.3%</b>

FFY	Measurable and Rigorous Target
<b>2010</b>	100% of the IEPs for youth aged 16 and above will include all required secondary transition elements.

#### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
PROVIDE TECHNICAL ASSISTANCE		
2010-2011	1. Use graduation, dropout, secondary transition and postsecondary outcomes data to develop and implement technical assistance and personnel development for district staff to enhance transition IEP compliance and quality.	Michigan Transition Outcomes Project (MI-TOP), Office of Special Education and Early Intervention Services (OSE-EIS) Program Accountability (PA) Unit, Reaching and Teaching Struggling Learners (RTSL), National Secondary Transition Technical Assistance Center (NSTTAC)

Timelines	Activities	Resources
2010-2011	2. Provide sustained building-level personnel development using available district/building-level data to enhance transition IEP compliance and quality.	MI-TOP, OSE-EIS PA Unit, RTSL, NSTTAC
2010-2011	3. Provide policy and data guidance to support a long-term, outcomes-based approach to student-centered planning.	MI-TOP, OSE-EIS PA Unit, RTSL, NSTTAC

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. In March 2009 the Office of Special Education Programs (OSEP) designated Indicator 14 as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline and targets in the FFY 2009 SPP.
3. The SPP was developed with input from state and local educational agencies, the state Special Education Advisory Committee (SEAC)<sup>61</sup>, Michigan Rehabilitation Services (MRS), and Michigan Integrated Improvement Initiative projects.
4. The state established a new baseline, three measurable and rigorous targets, and improvement activities.
5. The previous SPP section for this indicator is included in Appendix N as a historical reference.

### Monitoring Priority: Effective General Supervision/Postsecondary Outcomes

(Results Indicator)

**Indicator 14:** Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

### Measurement

- A. Percent enrolled in higher education =  $\left[ \left( \frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}}{\text{\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}} \right) \right] \text{ times } 100.$
- B. Percent enrolled in higher education or competitively employed =  $\left[ \left( \frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}}{\text{\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}} \right) \right] \text{ times } 100.$
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment

<sup>61</sup> Michigan's IDEA mandated special education State Advisory Panel.

= [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Michigan adopted the OSEP measurement table definitions for enrollment in higher education, competitive employment, enrollment in other postsecondary education or training, and some other employment (OMB NO: 1820-0624 / Expiration Date: 02/29/2012).

**Enrolled in higher education** is defined as enrollment on a full- or part-time basis in a community college (two-year program) or college/university (four- or more year program) for at least one complete term at anytime in the year since leaving high school.

**Competitive employment** is defined as work for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Enrolled in other postsecondary education or training** is defined as enrollment on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

**Some other employment** is defined as work for pay or in a self-employment setting for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services).

### Overview of Issue/Description of System or Process:

#### Survey Instrument

The Office of Special Education and Early Intervention Services (OSE-EIS) used the National Post-School Outcomes Center revised Stage 1: Post-School Data Collection Protocol approved by the OSEP in May 2010. See Appendix O for the *Postsecondary Outcomes Survey*.

#### Approved Research Protocol

The OSE-EIS collaborated with the Wayne State University (WSU) Center for Urban Studies to collect postsecondary outcomes data. The Human Investigation Committee of the WSU Institutional Review Board reviewed and approved the Michigan Postsecondary Outcomes Survey data collection procedures and protocols.

The approved protocols address informed consent, confidentiality, and data security.

### Survey Sample

The OSEP approved a three-year cohort sampling cycle for Michigan. Former students from every intermediate school district are included in each cohort. Each district is surveyed once in a three-year period, except for the one district with a student population greater than 50,000 where the survey is annual. The cohorts are representative in terms of demographics (disability type, gender, and race/ethnicity) based on the entire population of students with IEPs. For each cohort, students with IEPs grade 9 to age 22 who exited school (graduated, dropped out, or received a certificate of completion) in the previous academic year are surveyed. The Michigan Student Data System (MSDS) is the source for the necessary student information.

### Survey Procedures

For FFY 2009, the survey was conducted in two stages. During the first stage, former students who exited high school during fall 2008 or spring 2009 (prior to the end of the school year) were surveyed in spring 2010. In the second stage, former students who exited high school at the end of the school year in 2009 were surveyed in the summer 2010.

Pre-survey notifications were mailed to former students and parents, guardians, or caregivers of former students under the age of 18. These notifications informed the recipients of the upcoming survey, explained the survey's purpose, how to obtain Spanish or Arabic versions of the survey, and how participants may opt out of the survey. Approximately two weeks after the pre-survey notification mailing, former students were sent a paper copy of the survey with a self-addressed postage-paid reply envelope. The survey packet included instructions on how to access and complete the survey online. Follow-up efforts included reminder postcards, re-mailed surveys, and Computer Assisted Telephone Interviewing (CATI). Approximately one week after the survey mailing, interviewers began contacting non-respondents by telephone, offering them the option to complete the survey by telephone. If former students were unable to complete the survey, their parents, guardians, or caregivers were asked to provide survey responses.

### Survey Tracking

Each survey was assigned a unique respondent code to allow matching with the former student's demographic information in the MSDS. This process allowed the inclusion of demographic characteristics of the former students.

### Survey Analysis

Completed surveys were entered into a Statistical Package for the Social Sciences database for analysis. Each former student was placed into one of four mutually exclusive, hierarchical categories per the OSEP.

**Table 1: Definitions of categories**

<b>1</b>	Enrolled in higher education within one year of leaving high school
<b>2</b>	Competitively employed within one year of leaving high school (but not enrolled in higher education)
<b>3</b>	Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or training program, or competitively employed)
<b>4</b>	In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed)

Each former student was placed only in the first category where s/he met the category definition.

Once each former student was categorized using the above criteria, each was reported under the appropriate measure(s):

**Table 2: Definitions of measures**

<b>A</b>	Enrolled in higher education within one year of leaving high school	1
<b>B</b>	Enrolled in higher education or competitively employed within one year of leaving high school	1 + 2
<b>C</b>	Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	1 + 2 + 3 + 4

### **Baseline Data for FFY 2009 (2009-2010):**

#### Response Rate

A total of 4,725 cohort 3 leavers were reported for the 2008-2009 school year. Of the 4,725 leavers, 4,065 were eligible to complete the survey; 660 leavers did not have accurate contact information, had returned to school, or were deceased. A total of 1,268 unduplicated responses were received for the FFY 2009 data collection for an overall response rate of 31.2 percent.

**Table 3: Response rate table**

<b>Postal Mail</b>	<b>Telephone</b>	<b>Online</b>	<b>Total</b>
548	714	6	1,268
43.2%	56.3%	0.5%	100%
[1,268 ÷ 4,065] = 31.2%			

During 2008-2009, 214 cohort 3 districts reported having eligible leavers. There



were valid responses in 178 of these districts (83.2 percent). No valid responses were received relative to former students from 36 of these districts (16.8 percent).

#### Missing data

The overall response rate was 31.2 percent. Of 4,065 eligible students who left school during 2008-2009, the state is missing postsecondary outcome information for 68.8 percent (n=2,797) of former students from cohort 3 districts. In addition, the state is missing postsecondary outcome information for 651 of the 660 leavers who were not eligible because of incorrect or missing contact information. Analysis was conducted to identify patterns of missing data; however, no specific pattern was identified. To address the missing and invalid contact information, the state will continue to remind districts to inform students of the follow-up survey. Also, during 2009-2010 the MSDS incorporated an optional phone number field to help increase the ability of the WSU survey team to contact non-responders and offer CATI support in survey completion.

#### Representativeness of respondents

The *Differences in Proportions Test* (z-test) was used to identify representativeness of the respondent group on the characteristics of gender, race/ethnicity, exit status, and disability type in order to determine whether the respondents were statistically significantly different from the total cohort 3 population of students with IEPs who exited school in 2008-2009.

According to the *Differences in Proportions Test*, White youth were over-represented in the respondent group, while Black youth were under-represented. In terms of exit status, youth who graduated from high school with a diploma were over-represented in the respondent group while those youth who dropped out of high school were under-represented. Lastly, those youth with autism spectrum disorder and other health impairments were over-represented in the respondent group. See Table 4 below for a summary of the respondent groups' demographic information in comparison to overall cohort 3 population demographic information.

**Table 4: Comparison of cohort 3 population and respondent sample**

Demographic characteristics	Cohort 3 population		Respondent group	
	Number	Percent	Number	Percent
<b>Gender</b>				
Female	1,718	36.4%	478	37.7%
Male	3,007	63.6%	790	62.3%
<b>Race/Ethnicity</b>				
American Indian	74	1.6%	16	1.3%
Asian	35	0.7%	9	0.7%
Black*	1,633	34.6%	365	28.8%
Hispanic	156	3.3%	33	2.6%
White*	2,827	59.8%	845	66.6%
<b>Exit status</b>				
Dropped out*	889	18.8%	109	8.6%
Graduated*	3,787	80.1%	1,139	89.8%
Received certificate	49	1.0%	20	1.6%
<b>Disability category</b>				
Autism Spectrum Disorder*	123	2.6%	59	4.7%
Cognitive Impairment	567	12.0%	128	10.1%
Deaf-Blindness	0	0.0%	0	0.0%
Emotional Impairment	497	10.5%	107	8.4%
Hearing Impairment	69	1.5%	22	1.7%
Other Health Impairment*	414	8.8%	150	11.8%
Physical Impairment	125	2.6%	42	3.3%
Severe Multiple Impairment	11	0.2%	0	0.0%
Specific Learning Disability	2,811	59.5%	719	56.7%
Speech & Language Impairment	77	1.6%	25	2.0%
Traumatic Brain Injury	16	0.3%	7	0.6%
Visual Impairment	15	0.3%	9	0.7%

\* Difference between cohort 3 population and respondent sample is statistically significant ( $p < .05$ ).

To determine if the difference in the distribution between the respondent group and cohort 3 population significantly impacted the findings related to this indicator, weights were applied to adjust the sample sizes for each subgroup. Weights are commonly used to adjust survey results for under- and over-representation of specific subgroups in a sample population. Weighting provides an estimate of the

results that would be found if the distribution of a particular characteristic in the sample were identical to the distribution in the overall population.

Three weights were created and applied separately to the respondent group. After applying race/ethnicity and disability category weights to the respondent group, differences between the unweighted respondent group and weighted respondent group were not found to be statistically significant. This suggests that while the sample is not perfectly representative in terms of race/ethnicity and disability category, results are also not affected in a statistically significant manner.

However, after applying the exit status weight, differences between the unweighted respondent group and weighted respondent group were found to be statistically significant. This suggests that the sample is not representative in terms of students' exit status and, thus, Indicator 14 results are affected in a statistically significant manner. Therefore, the state weighted results by exit status and is reporting weighted baseline data for FFY 2009.

#### Baseline data

The weighted baseline results by data reporting category (Table 5) and weighted baseline measures for reporting (Table 6) for FFY 2009 are presented below. All data are weighted by exit status.

**Table 5: Weighted baseline results by data reporting category**

Category		Number	Percentage
1	Enrolled in higher education within one year of leaving high school	414	32.6%
2	Competitively employed within one year of leaving high school	290	22.9%
3	Enrolled in some other postsecondary education or training program within one year of leaving high school	98	7.7%
4	In some other employment within one year of leaving high school	60	4.7%
Categories 1 through 4 - TOTAL		862	68.0%
Leavers not captured by categories 1 through 4		406	32.0%
TOTAL		1,268	100.0%

Source: Modified National Post School Outcomes Center Survey

**Table 6: Weighted baseline measures**

Measure	Number	Percentage
A= Category 1	414	32.6%
B = Categories 1 + 2	704	55.6%
C = Categories 1 + 2 + 3 + 4	862	68.0%

**Discussion of Baseline Data:**

As seen in Table 6, Michigan's weighted baseline data for the three measures A, B and C are as follows:

- 32.6 percent of respondent leavers were enrolled in higher education within one year of leaving high school;
- 55.6 percent of respondent leavers were enrolled in higher education or competitively employed within one year of leaving high school; and
- 68.0 percent of respondent leavers were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

**Measurable and Rigorous Targets:**Target Setting Methodology

The targets identified were developed by the OSE-EIS with input from a workgroup comprised of diverse community stakeholders and the SEAC.

The targets are 105 percent (baseline percent X 1.05 = target) of the FFY 2009 baseline data in each performance category. The resulting targets communicate that outcomes are important and will drive continued examination of factors that impact outcomes.

Rationale

Key factors considered for target setting for this final year of the current SPP:

- Students to be surveyed in 2011 have already exited from school, and there is no opportunity to impact their readiness to meet the indicator's outcomes.
- Other SPP indicators have established a practice of basing improvement on a percentage increase of the baseline/previous year data.
- The OSEP has an expectation that target setting be both realistic and rigorous.
- The MRS has documented a three-year declining trend in competitive employment rates amongst the individuals it serves.
- The Michigan Department of Human Services Medicaid Infrastructure Grant documented a decline in the employment rate for individuals with disabilities.

FFY	Measurable and Rigorous Targets
2010 (2010-2011)	<p>A. 34.3 percent of youth who are no longer in high school and had IEPs in effect at the time they left school were enrolled in higher education within one year of leaving high school.</p> <p>B. 58.4 percent of youth who are no longer in high school and had IEPs in effect at the time they left school were enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>C. 71.4 percent of youth who are no longer in high school and had IEPs in effect at the time they left school were enrolled in higher education or in some other education training program; or competitively employed or in some other employment within one year of leaving high school.</p>

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2010-2011	1. Use graduation, dropout, secondary transition and postsecondary outcomes data to develop and implement technical assistance and personnel development for district staff to improve postsecondary outcomes.	Michigan Transition Outcomes Project (MI-TOP), OSE-EIS Program Accountability (PA) Unit, Reaching and Teaching Struggling Learners (RTSL), National Secondary Transition Technical Assistance Center (NSTTAC)
2010-2011	2. Provide sustained building-level personnel development using available district/building-level data to improve postsecondary outcomes.	MI-TOP, OSE-EIS PA Unit, RTSL, NSTTAC
2010-2011	3. Provide policy and data guidance to support a long-term, outcomes-based approach to student-centered planning.	MI-TOP, OSE-EIS PA Unit, RTSL, NSTTAC

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8 and Appendix P (Table 7).
2. For this indicator, the stakeholder team reviewed previous monitoring data, complaint data and compared the previous monitoring model to the new Continuous Improvement and Monitoring System (CIMS), as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005. The OSE-EIS continues to take steps to ensure compliance in all ISDs.

### Monitoring Priority: General Supervision / Compliance Findings

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

#### Measurement:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:
  - a. # of findings of noncompliance made related to monitoring priority areas and indicators.
  - b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

### Overview of Issue/Description of System or Process:

The *Individuals with Disabilities Education Improvement Act* (IDEA 2004) requires each state to ensure that school districts and other publicly funded educational agencies in the State comply with the requirements of the IDEA and its implementing regulations. Both state and federal law require local school districts to provide appropriate special education and related services. The Michigan Department of Education (MDE) is required to monitor and enforce regulations governing special education programs in public schools and in all agencies in the State serving eligible children. The Office of Special Education and Early Intervention Services (OSE-EIS) implements the Continuous Improvement &

Monitoring System (CIMS) to meet requirements of law as well as support accountability measures for student outcomes.

### **CIMS Overview**

In the fall of 2003, the OSE-EIS initiated the design of the CIMS. The CIMS broadens the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan.

The CIMS will be used by local education agencies (LEAs), public school academies (PSAs), state schools (e.g., the Michigan School for the Deaf), state agencies (e.g., Human Services, Community Health, Corrections), and Part C (Early Intervention) service areas. The CIMS encompasses compliance monitoring, program effectiveness, and student results/outcomes. It involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of the CIMS is to have districts and agencies better understand the operation and effectiveness of programs for children with disabilities and develop plans for targeted use of their resources.

The CIMS components, Service Provider Self Review, Verification and Focused Monitoring, are briefly summarized below.

### **Service Provider Self-Review**

The purpose of the Service Provider Self Review (SPSR) is ultimately to improve the performance of students with disabilities so that they will have a successful transition to adult life. The SPSR Part B is a process through which each LEA and PSA in Michigan reviews the effectiveness of its special education programs and services once every three years. Initial implementation of the SPSR will occur over a period of three years. Intermediate School Districts (ISDs) will designate the LEAs that will begin the process in fall of 2005; and those initiating the fall of 2006 and 2007.

The LEAs participating in the SPSR must demonstrate that achievement of compliance has a direct and positive impact upon the achievement of students with disabilities. All Key Performance Indicators (KPIs) rated as "noncompliant" must be addressed in the LEA Improvement Plan. It is recommended that districts additionally consider inclusion of actions for any KPI rated as "Needs Improvement". By addressing these potential systemic issues, LEAs assume a proactive role in areas of potential future noncompliance.

The LEAs completing the SPSR process will be required to submit a student level corrective action plan and an improvement plan. All individual student level noncompliance findings must be addressed within a Student Level Corrective Action Plan with a timeline for correction in 30 calendar days. The purpose of the improvement planning is to: 1) focus on achieving systemic change that will create significant improvement in results for children with disabilities and their families; and 2) achieve compliance, and 3) focus on the effect of efforts on achieving systemic change that supports improved results for children and families.

Noncompliance issues identified in improvement plans must be corrected in one year.

**Verification**

The purpose of verification review is to assure that districts properly implement the SPSR and that the results are valid. An OSE-EIS team reviews selected districts with assistance from the ISD(s). Additional districts may be selected for review in response to OSE-EIS concerns.

**Focused Monitoring**

Focused monitoring targets a selected set of priorities identified with the support of a stakeholder-based committee after a review of state performance data. Selected priorities are consistent with those of the OSEP and reflect Michigan's goals for the successful implementation of IDEA 2004 and No Child Left Behind. For the 2005-2006 implementation of CIMS focused monitoring, the priorities focus on identification rates, dropout rates and LRE settings.

The OSE-EIS selects districts/service areas for participation in Focused Monitoring based on the selected priorities. The OSE-EIS conducts an analysis of state data, ranks districts/service areas based upon their performance on the identified priorities, uses a pre-determined cut-point to identify a pool of districts, and selects districts that will be targeted for focused monitoring.

After completion of the onsite visit, the district will receive a Report of Findings from the OSE-EIS. Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic noncompliance findings leading to the required evidence of change. Any student level citations identified must be completed within 30 days in addition to the improvement plan.

One year following the approval of the improvement plan, district representatives will meet with the OSE-EIS to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, progressive interventions are imposed.



**Baseline Data for FFY 2003 (2003-2004):****Table 1:**

A) Percent of Noncompliance Related To Monitoring Priority Areas And Indicators Corrected Within One Year of Identification.

Monitoring Area	1. Monitoring Mechanism	2. #ISDs Monitored	3. Cumulative # of Standards Monitored	4. Cumulative # of Findings For All Related Standards	5. # Findings Corrected In 1 Year
1. Eligibility Evaluation Procedures and content	MMM* 2003-2004: on-site visits	13	1209	127	127
2. Parental consent & notice for initial evaluation	MMM 2003-2004: on-site visits	12	304	56	56
3. Multidisciplinary Reports	MMM 2003-2004: on-site visits	13	1320	209	209
4. Initial Evaluation Timelines	MMM 2003-2004: on-site visits	13	70	20	20
5. IEP Implementation	MMM 2003-2004: on-site visits	13	1890	255	255
6. Programs & Services requirements	MMM 2003-2004: on-site visits	13	3605	139	139
7. IEP: due process notification	MMM 2003-2004: on-site visits	13	1837	171	171
8. IEP: procedures & content	MMM 2003-2004: on-site visits	13	22442	3645	3645
9. IEP: participation in state assessment	MMM 2003-2004: on-site visits	13	602	113	113
11. Progress Reporting to parents	MMM 2003-2004: on-site visits	13	737	140	140
12. Annual Review Timelines	MMM 2003-2004: on-site visits	13	656	148	148
13. Manifestation Determination Review requirements	MMM 2003-2004: on-site visits	13	188	6	6
14. Evaluation review requirements	MMM 2003-2004: on-site visits	13	1340	475	475
15. Juvenile Detention programs/services	MMM 2003-2004: on-site visits	13	0	0	0
16. Interim Alternative Placements requirements	MMM 2003-2004: on-site visits	13	42	4	4
<b>Totals</b>		<b>194</b>	<b>36,242</b>	<b>5,508</b>	<b>5,508</b>

Percent:  $(5,508) \div 5,508 = 1 \times 100 = 100\%$

Source: Monitoring data

Explanation of Compilation Table A Columns:

\*MMM: Michigan Monitoring Model

1: Monitoring Mechanism

2: #ISDs Monitored: indicates the number of Intermediate School Districts (ISDs) identified for monitoring within that year

3: Cumulative # of standards monitored for area: indicates the number of standards that measure the category times the number of incidences in which it was actively monitored

- 4: Cumulative # of findings for all related standards; indicates the number of times a finding was found for any standard identified within the category
- 5: Number findings corrected within one year: indicates the number of findings of non-compliance corrected within one year.

<b>Monitoring Area</b>
1. Eligibility Evaluation Procedures and content: standards within this category measure the implementation of required timelines, procedures and process for ensuring that students suspected of having a disability are evaluated in a comprehensive and timely manner.
2. Parental consent & notice for initial evaluation: standards within this category measure the implementation of requirement for obtainment of parental consent for the initial evaluation of their child and the due process requirements regarding notification of rights.
3. Multidisciplinary Reports: standards within this category measure the implementation of Michigan Statute requiring specific activities for the evaluation of suspected disabilities, inclusive of professionals and the resulting documentation.
4. Initial Evaluation Timelines: standards within this category measure the implementation of Michigan Statute that from the date of permission to evaluate to initial IEP must not exceed 30 school days.
5. IEP Implementation: standards within this category measure the implementation of the requirement to fully implement all components of the IEP
6. Programs & Services requirements: standards within this category measure the implementation of Michigan Statute that requires compliance with caseload size, aide assignments, and provision of appropriate space and resources.
7. IEP due process notification: standards within this category measure the implementation of required communication for determination of time and place for the IEP, confirmation and provision of parental rights information.
8. IEP/ procedures & content: standards within this category measure the implementation of the standards that deal with required attendance at the IEP, considerations, and the completion of all components
9. IEP/participation in state assessment: standards within this category measure the implementation of the standards that specify that consideration be given, and decisions made regarding the student's involvement in both state and local assessments, as well as determination of needed standard accommodations or modifications
11. Progress Reporting to parents: standards within this category measure the implementation of the requirement to provide parents with notification of progress toward student goals and objectives within the IEP specified timelines and contain evaluation of the progress' probability to reach the annual goal(s)
12. Annual Review Timelines: standards within this category measure the implementation of the requirement to conduct an annual review of the students IEP no later than 12 months from the previous IEP
13. Manifestation Determination Review requirements: standards within this category measure the implementation of the requirements to conduct a manifestation determination review within the specified timelines and with the specified components
14. Evaluation review requirements standards within this category measure the implementation of the requirements to conduct an evaluation of the need for further evaluation based on the input of the required professionals and family
15. Juvenile Detention programs/services: standards within this category measure the implementation of the requirements that govern the provision of special education services within a juvenile detention facility within the state of Michigan
16. Interim Alternative Placements requirements: standards within this category measure the implementation of the requirements for the timely and appropriate provision of special education services within an interim alternative placement

B) Percent of noncompliance related to areas not included in the priority areas corrected within one year of identification.

Michigan cannot provide information in this area as monitoring data from 2003-2004 used the Michigan Monitoring Model which was based on standards aligned with IDEA 1997 and its implementing regulations. All standards monitored were considered priority areas. The term "priority areas" has taken on new meaning with IDEA 2004 and the explicit description of "Monitoring Priorities" in Section 616.

**Table 2:**

C) Percent Of Noncompliance Identified Through Other Mechanisms Corrected Within One Year Of Identification (amended).

Complaint Issue	Monitoring Mechanism	Ca: # agencies in which noncompliance was identified	Cb: # finding of non-compliance	Cc: # corrected within one year
1. programs & services	complaint investigation	14	24	22
2. IEP Implementation	complaint investigation	45	79	77
3. IEP Development/ process	complaint investigation	27	42	42
4. LRE	complaint investigation	1	1	1
5. Suspension & Expulsion	complaint investigation	5	5	5
6. Confidentiality/consent/notice	complaint investigation	18	24	24
7. Multidisciplinary Evaluations	complaint investigation	8	8	8
8. Reevaluations	complaint investigation	3	4	4
9. Manifestation Determinations	complaint investigation	13	17	16
10. Timelines: evaluation	complaint investigation	13	17	16
11. Child Find	complaint investigation	0	0	0
12. Interim Alternative Placement	complaint investigation	0	0	0
14. Complaints: process & implementation	complaint investigation	5	11	11
15. Hearings: process & implementation	complaint investigation	3	7	5
17. Individual educational evaluations	complaint investigation	2	3	3
18. transition requirements & implementation	complaint investigation	1	1	1
19. Educational records: FERPA	complaint investigation	8	10	10
20. Temporary Placements	complaint investigation	2	2	2
21. Surrogate Parents	complaint investigation	1	1	1
22. Supplementary aids & Services	complaint investigation	2	3	3
23. Notification of child's progress	complaint investigation	6	6	6
24. Participation in Assessments	complaint investigation	0	0	0
25. General Education Issues	complaint investigation	0	0	0
26. Personnel	complaint investigation	9	9	9
<b>Total</b>			<b>274</b>	<b>266</b>

Percent:  $c (266) \div b (274) \times 100 = 97.08\%$

Source: Monitoring Data/Compliant Investigations 2003-2004 Database

\*These data are available through a case-by-case file review and will be made available at a later date.

**Discussion of Baseline Data:**

The Michigan Monitoring Model utilized within the 2003-04 school year measured compliance of implementation of Federal and State Statute and Regulations through monitoring of local educational agencies identified for that cycle. This was the final year of implementation of a model using a multitude of compliance standards.

Any monitoring findings required correction of the noncompliance at the LEA level no later than one calendar year from the date of receipt of the official letter of findings. One year for the correction resulted in measurements of that corrective action within the 2004-05 year. Of the areas identified within the priority areas of Compilation Table 1, no agency failed to correct noncompliance within that time period

Prior to the 2003-04 monitoring cycle, two ISDs were identified as not fulfilling their obligation to actively pursue correction of noncompliant areas identified through the State Education Agency (SEA) monitoring. One ISD completed the required actions within the ensuing six months with monthly reporting of activity. Sanctions were placed upon the other ISD inclusive of withholding of IDEA flow-through funds. The SEA provided specific direction and timelines for the required immediate corrective actions and ongoing oversight of the specified activities. In a final on-site review of all required documentation of correction of noncompliance, the SEA determined that compliance had been achieved. A letter verifying correction of all noncompliance findings was sent to the district upon completion of their required obligations. Ongoing targeted oversight of the ISD remained in effect for 2004-05 and all required activities of that time period were completed.

The OSE-EIS utilizes a two-tier complaint investigation system. Complaint investigation occurs first at the ISD level. Either party is then able to appeal to the state level if desired. The 2004-05 data shows timely correction of the noncompliance at the State level. Corrective actions are included in the noncompliance findings with specific dates for expected compliance with the directive. Of the 255 complaints appealed to the OSE-EIS in 2003-04, 81 required correction of noncompliance. Of the 81, 79 provided proof of correction within one calendar year, a rate of 97.5%. In the cases of the two complaints where proof of correction of noncompliance was not received within one calendar year, the two parties were in negotiation with possible remediation. When agreement was reached by both parties, the OSE-EIS closed the case. The data tracking system used for that time period did not allow calculation of data by issue and by agency. The newly designed data system now in use will allow calculation of data by issue and by agency for future reporting. These data (# of agencies in which noncompliance was identified) are available through a file review on a case-by-case basis and could be analyzed and reported at a later date.

For FFY 2003-04, no hearings resulted in findings of noncompliance requiring correction on the part of the LEA.

**Requirements of the 2005 APR**

In this year's APR letter dated September 23, 2005, the OSEP indicated that the state has demonstrated that it is implementing a system to require correction of noncompliance identified through monitoring within one year of the monitoring report. The following information was requested:

- Provide an updated data and analysis demonstrating its compliance with this requirements,
- Specific steps taken to secure compliance in ISDs that are still identified from FFY 2003 as "not closed out" in Cycles 1 through 5, and
- Evidence that it is ensuring timely correction of noncompliance identified through complaint investigations.

**Response to the APR Requirements**

The following provides an update on the implementation of activities proposed in the FFY 2003 APR.

1. Implementation of a new Continuous Improvement and Monitoring System (CIMS) with all child-level corrective actions required to be completed within 30 days and systemic issues required to show correction within one year of identification: the OSE-EIS completed activities to pilot the CIMS in July, 2005. Those districts participating as pilot sites received their monitoring reports and have submitted improvement plans. ISDs and consultants provide technical assistance and support for implementation of improvement plans. The 2005-2006 school year will mark the first year of full implementation of CIMS.
2. Development of a complaint investigation Information Management Team system that requires data collection for proof of corrective action: The Information Management Team system has been developed. The SEA staff has been trained in the use of the system and data collected is being used for systems improvements.
3. Adjustment to the MDE's infrastructure to effectively monitor completion of identified corrective actions: The design of the CIMS includes a process for progress reporting that requires electronic submission of quarterly progress toward implementing the improvement plan. Progress will be reported for each activity. Feedback will be provided to the district from the OSE-EIS regarding needs for clarity or specificity. If progress reporting indicates the LEA is not making sufficient progress toward Evidence of Change, the OSE-EIS may require the district to take additional steps. As stated in the CIMS manual, one year following the approval of the improvement plan, a district representative shall meet with an OSE-EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, progressive interventions are imposed.

The data reported for Indicator 15 provides evidence that the OSE-EIS has closed out all ISDs that were identified from the FFY 2003 Cycles 1 through 5, therefore meeting the compliance requirements for this indicator. The procedures that will be implemented through the CIMS will ensure timely correction of any noncompliance identified through the monitoring and complaint processes and will ensure ongoing compliance requirement.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	The OSE-EIS assures that 100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from.
2006 (2006-2007)	100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2007 (2007-2008)	100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2008 (2008-2009)	100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2009 (2009-2010)	100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
2010 (2010-2011)	100% of the time the general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
March 1, 2006	Investigate single-tier complaint process and make recommendation regarding adoption.	OSE-EIS Program Accountability Unit
Quarterly of each year	Review data from complaint database for timeliness, issues and trends within ISDs and LEAs for supervision decisions regarding monitoring, compliance agreements, or verification.	OSE-EIS Program Accountability Unit, Complaint database information, monitoring information
<del>Nov. 1, 2005</del> 2006-2011 annually	Continue full implementation of the Continuous Improvement & Monitoring System (CIMS) at the LEA level.	OSE-EIS Program Accountability Unit
<del>May, 2006 and annually through 2011</del> <i>2006-2009</i>	Conduct annual analysis and synthesis of data for continuous improvement decision regarding content and process of local compliance and performance assessment through the CIMS SPSR.	External Evaluator Electronic SPSR systems, ISDs, CIMS team
March, 2006 and annually through 2011 <i>Revised 2/1/08</i>	Conduct an annual analysis of LEA data, and utilize results to determine priority LEAs and make determinations for Focused Monitoring.	OSE-EIS Program Accountability Unit, APR, CIMS team, Stakeholders
2006-2011	Conduct annual analysis of state performance through the Annual Performance Report and utilize results to determine priority areas for focused monitoring for the ensuing year.	OSE-EIS Program Accountability Unit, APR, CIMS team
2007-2009 <i>Inserted 2/1/08</i>	The CIMS redesign process will require correction of non- compliance as soon as possible, but no longer than one year.	CIMS Team
2007-2008 <i>Inserted 2/1/08</i>	The redesigned CIMS system process will require correction of non- compliance as soon as possible, but no longer than one year with a longer period for the improvement of systemic performance.	CIMS Team

Timelines	Activities	Resources
2007-2009 <i>Inserted 2/1/08</i>	Implement a single tier complaint investigation process.	CIMS Team
2007-2011 <i>Inserted 2/1/08</i>	Disaggregate transition, disproportionate representation, and child find data	CIMS Team
2008-2011 <i>Inserted 2/1/08 Deleted 2/1/2011</i>	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's emerging work with the NCSEAM General Supervision Framework</li> </ul>	OSE-EIS, Grantees, NCRRC
2010-2011 <i>Inserted 2/1/2011</i>	Conduct interviews to identify risk factors and effective strategies that may impact timely correction of noncompliance.	CIMS Workbook, OSE-EIS, Public Sector Consultants
2010-2011 <i>Inserted 2/1/2011</i>	Enhance the electronic function of the CIMS to include focused monitoring activities, technical assistance activities, enforcement activities and the tracking of the correction of noncompliance.	CIMS Electronic Workbook, Public Sector Consultants

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)



## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8 and Appendix P (Table 7).
2. For this indicator, the stakeholder team reviewed existing data sets and determined activities necessary to create additional data reports as required under IDEA 2004, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005.

### Monitoring Priority: General Supervision / State Complaints

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100.$

### Overview of Issue/Description of System or Process:

"Complaint" means a written and signed allegation that includes the facts, on which the allegation is based, by an individual or an organization, that there is a violation of any of the following:

1. Any current provision of the Michigan Revised Administrative Rules for Special Education.
2. 1976 PA 451, MCL 380.1 et seq., as it pertains to special education programs and services.
3. The *Individuals with Disabilities Education Act* of 2004, 20 U.S.C., §1400 et seq., and the regulations implementing the act.
4. An Intermediate School District plan.
5. An Individualized Education Program team report, hearing officer decision, or court decision regarding special education programs or services.
6. The state application for federal funds under the *Individuals with Disabilities Education Act*.

Michigan has a two tier Part 8 Complaint process:

I. Intermediate School District (ISD) responsibilities:

- (a) Receives written signed complaint;
- (b) Forwards a copy of complaint to the Office of Special Education and Early Intervention Services (OSE-EIS);
- (c) Contacts complainant;
- (d) Reviews documents;
- (e) Interviews personnel;
- (f) Develops a written investigation report within 21 days;
- (g) Sends reports to the Complainant, Agency, and the OSE-EIS.

II. The OSE-EIS responsibilities:

- (a) Directs ISD to complete the initial investigation;
- (b) Assigns complaint case manager at the OSE-EIS;
- (c) Reviews ISD investigations, allegations are either valid or invalid;
- (d) Communicates with complainant regarding the right to appeal ISD findings of invalid;
- (e) Directs corrective action if ISD allegations are all valid;
- (f) Completes a state level investigation regarding invalid findings if appealed;
- (g) Closes the case if all allegations in the state level investigation are invalid;
- (i) Directs corrective action if any allegations in the state level are valid;
- (h) Closes the case if the complaint does not appeal an ISD report of all invalid.

In all cases when the OSE-EIS issues a final decision on a case, if any party to the case objects to the decision they have the right to appeal to a court of competent jurisdiction.

**Baseline Data for FFY 2004 (2004-2005):**

**Table 1:**

Complaints Processed During 2004-2005

(1) Signed, written complaints total	= 239
(1.1) Complaints with reports issued	= 216
(a) Reports with findings	= 216
(b) Reports within timelines	= 129
(c) Reports with extended timelines	= 87
(1.2) Complaints withdrawn or dismissed	= 15
(1.3) Complaints pending	= 41
(a) Complaints pending a due process hearing	= 8

Percent:  $129 + 87 = 216 \div 216 = 1 \times 100 = 100\%$

Source: The OSE-EIS Complaint Database

**Discussion of Baseline Data:**

A review of data indicates that all reports were completed with findings (100%) and all reports were completed within timelines or timelines with extensions (100%).

Complaints withdrawn or dismissed (n=15), plus complaints pending due process (n=8), plus complaints with reports issued (n=216) equals 239 (100%).

Please note the following definitions:

Exceptional Circumstances defined as:

- Request for additional time by complainant granted;
- Request for additional time by ISD granted;
- Cannot resolve allegations under current law;
- Numerous complaints, complainants, documents, allegations, or people involved;
- Waiting for information from court;
- Case has statewide impact;
- Other;
- Complaint assigned to hearing officer;
- Investigation held in abeyance for mediation.

**Requirements of the 2005 APR**

In the APR letter dated September 28, 2005, the OSEP indicated looking forward to reviewing data and information demonstrating compliance in this area in the SPP.

**Response to the APR Requirements**

The data and discussion of baseline provides evidence that the OSE-EIS has met compliance requirements for this indicator. The OSE-EIS has proposed to implement a variety of activities to ensure maintenance of compliance and improvements to this system.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2006 (2006-2007)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2007 (2007-2008)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2008 (2008-2009)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.

FFY	Measurable and Rigorous Target
2009 (2009-2010)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.
2010 (2010-2011)	100% of the time all signed, written complaints will be resolved within the 60 day timeline or an exceptional circumstances extended timeline.

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
2005-2006	Integrate the new data tracking system into the Michigan Compliance Information System (MI-CIS).	OSE-EIS Program Accountability Unit, MI-CIS, Information Management Team
2005	Complete weekly case timeline reviews.	OSE-EIS
2006	Develop a prototype for a one tier complaint system that contains a dispute resolution option.	OSE-EIS Program Accountability Unit, ISDs, LEAs, Stakeholders, Parent and Advocate representatives
2005-2006	Engage external consultants to conduct quarterly in-service training for state, local and contract investigators.	OSE-EIS Program Accountability Unit, External experts and facilitators
2006	Establish compliance agreement procedures which will include a dispute resolution option that can be used with districts that demonstrate persistent noncompliance.	OSE-EIS Program Accountability Unit, ISDs, LEAs, Stakeholders, Parent and Advocate representatives
<del>2006-2007</del> <i>Revised</i> 2006-2010	Revise Michigan Administrative Rules for Special Education as needed, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	OSE-EIS PA Unit
<del>2006-2008</del> 2006-2009 <i>Revised</i> 2/2/2009	Implement the single-tier complaint system.	OSE-EIS PA Unit, ISDs, LEAs, Stakeholders, Parent and Advocacy

Timelines	Activities	Resources
		representatives
<del>2006–2008</del> 2009-2011 <i>Revised</i> 2/2/2009	Evaluate the effectiveness/impact of the single tier complaint system, and use evaluation results for continuous improvement of the system.	OSE-EIS PA Unit, ISDs, LEAs, Stakeholders, Parent and Advocacy representatives
2008-2011	Develop and implement a plan for ongoing maintenance and continuous improvement of the system.	OSE-EIS PA Unit
<del>2007–2008</del> 2007-2009 <i>Revised</i> 2/2/2009	Improve database in order to: <ul style="list-style-type: none"> <li>Track Part B complaints involving children who are Part C eligible.</li> <li>Correlate complaint issues with Indicator 15.</li> <li>Revise the drop-down box to track exceptional circumstances for extensions; specify reasons for extension and dates</li> </ul>	OSE-EIS PA Unit, ESE&FS
2006-2008 <i>Inserted</i> 2/1/08	Identify LEAs with complaint issues, and integrate compliance data across due process, monitoring, mediation and complaint data sets.	OSE-EIS PA Unit, ESE&FS
2007-2008 <i>Inserted</i> 2/1/08	Provide professional development re: exceptional circumstances to enhance detail & consistency of data input by complaint managers	OSE-EIS PA Unit, ESE&FS
2008-2011 <i>Inserted</i> 2/1/08	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>The general supervision SPP indicators</li> <li>The Michigan's State Personnel Development Grant, Michigan's Integrated Improvement Initiative (MI3)</li> <li>Michigan's emerging work with the NCSEAM General Supervision Framework</li> </ul>	OSE-EIS, Grantees, NCRRC
<del>2008–2010</del> 2009-2011 <i>Inserted</i> 2/2/2009	Expand database to integrate information across due process, monitoring, mediation and state complaint data sets.	OSE-EIS PA Unit, Mediation Grantee staff, Data System Contractor
2009-2011 <i>Inserted</i> 2/1/2010	Improve database to track single-tier complaints	OSE-EIS PA Unit, Information Management Unit, Contractual Services - Data Resolutions, Inc.
2009-2011 <i>Inserted</i> 2/1/2010	Continued training of all stakeholders regarding implementation of single-tier complaint system	OSE-EIS PA Unit, Michigan Virtual University, ISD personnel

Timelines	Activities	Resources
2009-2011 <i>Inserted 2/1/2010</i>	Make changes to administrative rules and procedures necessary to implement the single-tier complaint system.	OSE-EIS PA Unit ISD and LEA Stakeholders Parent and Advocacy representatives

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team reviewed pertinent data including corrective actions applied by the Department to improve compliance.

### Monitoring Priority: General Supervision / Hearings Adjudicated

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

### Overview of Issue/Description of System or Process:

Michigan operates a two tier due process system with independent contractors serving as the hearing officers at both the state and local levels. The 2005-2006 school year will be the last year in which this system will be used. By July 1, 2006, the hearing officers will be salaried state employees employed in a state department separate from the SEA. This separate agency is the State Office of Administrative Hearings and Rules (SOAHR). The system will transition to a single tier with hearing requests filed on or after July 1, 2006. This change has been identified by Michigan stakeholders as an enhancement that will improve the timeliness of the process, the fairness of the process and the perception of fairness.

### Baseline Data for FFY 2004 (2004-2005):

**Table 1:**

Due Process Hearings Processed During FFY 2004

(3) Total Hearing Requests (local)	110
(3.1) Resolution Sessions (new indicator)	0
(3.2) Hearings Fully Adjudicated	8
(3.2.a) Adjudicated within 45 days	1
(3.2.b) Adjudicated within extended timeline	7
(3.3) Resolved without hearing	70
(4) Expedited Hearing Requests	0
Pending cases as of 8-29-05	32

Percent:  $1 + 7 = 8 \div 8 = 1 \times 100 = 100\%$

Source: Michigan Complaints and Hearings Database

### Discussion of Baseline Data:

The independent contractor hearing officers' compliance with the requirement for documenting extensions of the timeline has been problematic for some time. In the 2002-2003 reporting period, 33% of the adjudications were completed within the extended timelines. In 2004, the OSEP required creation of a plan of correction. Michigan presented this plan to the OSEP in May of 2004 and implemented it in October of 2004. Thus, the 2003-2004 period passed before the corrective action was in place. The compliance with the documentation requirements did improve to approximately 75%, however, according to APR data. The corrective action made the hearing officers subject to sanctions if they failed to keep documentation of extensions current on all cases pending before them. As a result of this sanction, the baseline year has improved to 100%. This represents a significant improvement on this indicator.

### Requirements of the 2005 APR

On October 4, 2005, the OSE-EIS received a response from the OSEP to our submission of the FFY 2003 APR submitted in March, 2005. In relation to Indicator 17, the OSEP indicated that the OSE-EIS reported that 76.5% of hearings were completed within the required timelines. The Michigan Department of Education (MDE) had not yet demonstrated compliance with the due process timelines as required by 34 CFR §300.511(a). The MDE must demonstrate compliance with this requirement.

### Response to the APR Requirements

The OSE-EIS received requests for extended timelines for addressing the remaining 23.5% of hearings for FFY 2003. Those requests were granted and documentation of cases was received within the requested extended timeframe.

Based on the data presented above, the OSE-EIS has met the requirements for this indicator. The OSE-EIS required hearing officers to keep documentation of extensions current on all cases pending before them or be subject to sanctions. This requirement has resulted in a significant improvement in SEA performance on this requirement.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The OSE-EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases are completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2006 (2006-2007)	The OSE-EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases are completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.



FFY	Measurable and Rigorous Target
2007 (2007-2008)	The OSE-EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2008 (2008-2009)	The OSE-EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2009 (2009-2010)	The OSE-EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.
2010 (2010-2011)	The OSE-EIS will assure, through the services of the SOAHR, that 100% of fully adjudicated cases or completed within 45 days or within a timeline that is properly extended by the hearing officer at the request of a party.

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
2005-2006	Apply the sanction system created pursuant to the OSEP's March 2004 directives through the efforts of existing staff.	OSE-EIS
2005-2006	Revise instructions and reporting requirements imposed on hearing officers and LEAs to assure that accurate computation of and compliance with timeline requirements continue to be met in view of the variability created by the new resolution session and sufficient notice provisions of IDEA 04.	OSE-EIS
2005-2006	Select individuals to serve as the salaried hearing officers after July 1, 2006, to assure ability and willingness to maintain accurate time records and to assure that cases progress.	OSE-EIS, SOAHR
2005-2006	Provide initial training to salaried hearing officers prior to their service that will include instruction on the information and skills necessary to comply with training provided.	OSE-EIS, SOAHR, Contractors
2006-2007	Refine case and docket management data systems to forewarn hearing officers of timeline extension deadlines.	OSE-EIS, SOAHR
2006-2011 <i>Revised</i>	Develop common expectations for diligent and prompt attention to completion of due process hearing	OSE-EIS, SOAHR,

Timelines	Activities	Resources
<i>2/1/08</i>	activities among hearing officers, hearing participants and stakeholders.	Stakeholders
2006-2011	Provide increased opportunities for stakeholders' participation in policy, rules, and procedures revisions.	OSE-EIS, SOAHR, Stakeholders
2006-2007	Monitor and evaluate timeline compliance for each hearing officer as part of his/her performance assessment through the SOAHR management.	OSE-EIS, SOAHR
2006-2009	Disaggregate and assess data annually to identify emerging areas of need.	OSE-EIS
2007-2011	Provide ongoing selection, training and evaluation of Administrative Law Judges (ALJ) to assure continuing compliance with timeline requirements through the collaboration between the MDE and the SOAHR.	OSE-EIS, SOAHR
<del>2006-2008</del> <i>Revised to 2006-2010</i>	Revise due process complaint procedures as needed to reflect new single tier due process complaint system and 2004 IDEA Regulations.	OSE-EIS PA Unit, SOAHR
<del>2006-2007</del> <i>Revised to 2006-2010</i>	Revise Michigan Administrative Rules for Special Education as needed, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	OSE-EIS PA Unit
<del>2006-2009</del> <i>Revised to 2006-2011</i>	Disseminate a due process complaint procedures document, to reflect new single tier due process complaint system and 2004 IDEA Regulations.	OSE-EIS PA Unit
<del>2007-2009</del> <i>Revised to 2007-2011</i>	Create and disseminate a Michigan special education due process FAQ document.	OSE-EIS PA Unit
2007-2011 <i>Inserted 2/1/08</i>	Revise roles and responsibilities of MDE Due Process Complaint Coordinator as needed. (relocated from Indicator 18 and Timeline changed)	OSE-EIS PA Unit
2008 – 2009 <i>Inserted 2/1/08</i>	Create a due process complaint procedures document, to reflect new single tier due process complaint system and 2004 IDEA Regulations. (copied from Indicator 18 and timeline changed)	OSE-EIS PA Unit
2007-2008 <i>Inserted 2/1/08</i>	Require ALJs to use the ALJ Case Summary Report Form.	OSE-EIS PA Unit, SOAHR
2007-2009 <i>Revised 2/2/2009</i>	Improve the database to track Part B hearings for children who are Part C eligible.	OSE-EIS PA Unit, ECE&FS
2008-2011 <i>Inserted 2/1/08</i>	Develop and implement a more integrated set of general supervision activities across: <ul style="list-style-type: none"> <li>The general supervision SPP indicators</li> <li>The Michigan's State Personnel Development</li> </ul>	OSE-EIS, Grantees, NCRRC

Timelines	Activities	Resources
	Grant, Michigan's Integrated Improvement Initiative (MI3) <ul style="list-style-type: none"> <li>Michigan's emerging work with the NCSEAM General Supervision Framework</li> </ul>	
2007-2011 <i>Inserted 2/2/2009</i>	Review the IA between the SOAHR and the OSE-EIS; revise the role and responsibilities of the parties as needed.	SOAHR, OSE-EIS PA Unit and Administration
2009-2010 <i>Inserted 2/2/2009</i>	Create a due process complaint procedures document to reflect new single tier due process complaint system and 2004 IDEA Regulations.	OSE-EIS PA Unit

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) for 2005-2010****Overview of the State Performance Plan Development:**

1. See General Overview pages 1-8.
2. For this indicator the stakeholder team reviewed existing data and considered the interim data collection strategies implemented to collect baseline data for performance on this indicator, and the meaningfulness of data collected using this process. The stakeholder team will continue the review process in order to determine any process or data collection redesign issues that should be addressed in future data collection efforts.

**Monitoring Priority: General Supervision / Resolution Session Agreements**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

**Overview of Issue/Description of System or Process:**

Through the FFY 2005 the Michigan Department of Education (MDE) operated a two tier due process hearing system with independent contractors serving as hearing officers for local hearings and state level reviews. Effective January 1, 2006, review of local hearing officer (LHO) decisions are conducted by a state review officer (SRO) appointed by the State Office of Administrative Hearings and Rules (SOAHR). Guided by stakeholder input to improve the timeliness and the perception of fairness of the process, the MDE transitioned to a single tier system for hearing requests filed on or after July 1, 2006. Effective July 1, 2006, hearing officers are salaried state employees, employed in a state department separate from the SEA, the SOAHR. Pursuant to an Interagency Agreement between the MDE and the SOAHR, all due process complaints are filed with the MDE and referred to the SOAHR for appointment of an Administrative Law Judge (ALJ) to conduct hearings. Due Process complaints initiated prior to July 1, 2006 are being processed utilizing the two-tier system, with contracted hearing officers conducting the hearings.

**Baseline Data for FFY 2005 (2005-2006):****Table 1:**

Resolution Sessions/Written Settlement Agreements during FFY 2005

(3) Total Hearing Requests (local)	116
(3.1) Resolution Sessions	77
a. Settlement Agreements	28
(3.2) Hearings Fully Adjudicated	9
(3.3) Resolved without hearing	83
(4) Expedited Hearing Requests	5
- Resolution Sessions	5
- Settlement Agreements	2
Pending cases as of July 1, 2006	24

Source: Michigan Complaints and Hearings Database

Percent = 3.1(a) divided by (3.1) times 100.

$$28 \div 77 \times 100 = 36\%$$

**Discussion of Baseline Data:**

The baseline for this indicator is 36%. During FFY 2005 there were 77 resolution sessions conducted pursuant to the 116 Due Process complaints filed. Resolution session settlement agreements were completed in 36% of the resolution sessions. It is also important to note that 92 of the Due Process complaints filed in 2005-2006 were concluded during FFY 2005. 90% percent of the concluded Due Process complaints were resolved without hearings.

The OSE-EIS established the targets below based on discussion and input from the SEAC<sup>62</sup>, public surveys and comments, information from CADRE, and discussions with representatives from states in our region. Factors and activities intended to increase the target percentages include: greater use of facilitated resolution sessions and increased technical assistance, training, and professional development with all stakeholder groups.

However, the OSE-EIS also notes that improvement in other indicators (especially #16 and #19) may result in a decrease in resolution session settlement agreements. The OSE-EIS is committed to implementation of a continuum of dispute resolution alternatives, including facilitated IEPs and new state complaint procedures that include resolution services required at the initiation of state complaints. It is reasonable to expect that an increase of resolution of conflicts at the IEP or pre-state complaint stage will result in fewer due process complaints. However, it is possible that the due process complaints that are filed will be less amenable to resolution, especially at the resolution session stage.

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<sup>62</sup> Special Education Advisory Committee, Michigan's State Advisory Panel.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2006 (2006-2007)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 36%.
2007 (2007-2008)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 37%
2008 (2008-2009)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 38%.
2009 (2009-2010)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 40%.
2010 (2010-2011)	The percent of hearing requests that go to resolution sessions that are resolved through resolution session settlement agreements will increase to 42%.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2006 (2006-2007)	Refine further the case and docket management system to accommodate the additional data fields needed to track resolution session data.	OSE-EIS PA <sup>63</sup> Unit, SOAHR
2006 (2006-2009)	Provide Training/Technical Assistance regarding "Resolution Sessions" and "Resolution Session Settlement Agreements".	OSE-EIS PA Unit
2007 (2007-2011)	Review Interagency Agreement between the SOAHR and the OSE-EIS; revise the roles and responsibilities of the parties as needed.	OSE-EIS PA Unit, SOAHR staff
2007 2007-2008	Develop policies and procedures to enhance use of alternative dispute resolution for resolution sessions.	OSE-EIS PA Unit
2007 2007-2008	Provide opportunities for stakeholders participation in policy, rules, and procedures revisions regarding alternative dispute resolution for resolution sessions.	OSE-EIS PA Unit, Stakeholders
2008 2008-2011	Disseminate information and technical assistance for enhanced use of alternative dispute resolution for resolution sessions. (This activity was moved to Indicator 19)	OSE-EIS PA Unit, Stakeholders

<sup>63</sup> Program Accountability Unit.

Timelines	Activities	Resources
2008 (2008-2009)	Develop and implement procedures and policies for "Continuum of Dispute Resolution Alternatives" (further integration with Complaints, Due Process, and Mediation components)	OSE-EIS PA Unit, Grantees, CADRE
2009 (2009-2011)	Continue to monitor and evaluate the implementation of resolution session activities to date. Revise in accordance with performance data.	OSE-EIS PA Unit
2007-2008 <i>Inserted 2/1/08</i>	Require ALJs to use the ALJ Case Summary Report Form.	OSE-EIS PA Unit, SOAHR
2008-2011 <i>Inserted 2/1/08</i>	Develop and implement a more integrated set of activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• The Michigan's State Personnel Development Grant, Michigan's Integrated Improvement Initiative (MI3)</li> <li>• Michigan's emerging work with the NCSEAM General Supervision Framework</li> </ul>	OSE-EIS, Grantees, NCRRC
2009-2011 <i>Inserted 2/1/2010</i>	Develop policies and procedures to implement new rules as they relate to alternative dispute resolution and resolution sessions.	OSE-EIS, ISD Directors, Planner-Monitors, Public Agency Directors, Parent and Advocacy representatives, SOAHR
2009-2011 <i>Inserted 2/1/2010</i>	Provide technical assistance regarding new rules and regulations as they relate to "Resolution Sessions" and "Resolution Session Settlement Agreements."	OSE-EIS, ISD Directors, Planner-Monitors, Public Agency Directors, Parent and Advocacy representative, SOAHR
2010-2011 <i>Inserted 2/1/2011</i>	Improve monitoring of district compliance with requirements for resolution sessions; including reporting mechanism.	OSE-EIS, ISD planner/monitors, SOAHR, ISD directors and administrators

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator the stakeholder team reviewed existing data and determined activities necessary to increase use of mediation.

### Monitoring Priority: Effective General Supervision / Mediation Agreements

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

### Overview of Issue/Description of System or Process:

The Michigan Special Education Mediation Program (MSEMP) provides mediation services at no cost to parents and educators across the state through a network of local dispute resolution centers. The program provides training for mediators with the assistance of trainers who specialize in early intervention and special education law and mediation. The MSEMP maintains a roster of more than 50 mediators statewide.

Mediation is a voluntary process in which a neutral third party helps the disputing parties reach their own resolution. The neutral third party has no authority to decide the case, and the parties have no obligation to reach an agreement. If an agreement is reached, the parties sign a written document expressing the terms of the agreement, and each party receives a copy. The written agreement is enforceable in court.

### Baseline Data for FFY 2004 (2004-2005):

#### Table 1:

Status of Mediations Addressed by MSEMP In 2004

(2.1) Mediated with agreement:	24
(2.1) Mediated without agreement:	9
(2.2) Mediations not held (including pending):	17
(2.0) Total requests for mediation:	50

Percent:  $24 \div 33 \times 100 = 73\%$

Source: Michigan Complaints and Hearings Database



**Discussion of Baseline Data:**

No baseline data exists at this time that identifies which mediations are related to due process and which are not related to due process.

**Requirements of the 2005 APR**

On October 4, 2005, the OSE-EIS received a response from the OSEP to our submission of the FFY 2003 APR submitted in March, 2005. In relation to Indicator 19, the OSEP indicated looking forward to reviewing data and information demonstrating continued improvement in this area in the SPP.

**Response to the APR Requirements**

In response to the October, 2005 APR letter, the data presented under the baseline illustrates that the two pending mediations were resolved. The OSE-EIS has proposed activities to continue to improve this system.

**Measurable and Rigorous Targets:**

For Indicator 19 the stakeholder team reviewed the data and identified the considerations listed below as a basis for setting measurable and rigorous targets:

**Data Reviewed**

- State special education data

**Considerations for setting targets:**

- Current status & trend of improvement

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	74% of mediations that result in mediation agreements.
2006 (2006-2007)	75% of mediations that result in mediation agreements.
2007 (2007-2008)	76% of mediations that result in mediation agreements.
2008 (2008-2009)	77% of mediations that result in mediation agreements.
2009 (2009-2010)	78.5% of mediations that result in mediation agreements.
2010 (2010-2011)	80% of mediations that result in mediation agreements.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2005-2006	Increase awareness of mediation in the early intervention and special education communities through semi-annual mailings and presentations conducted throughout the year.	OSE-EIS, MSEMP network of 20 Community Dispute Resolution Program Centers
2006-2011	Build capacity of parents and educators to maximize the use of mediation through skill-building workshops.	OSE-EIS, MSEMP network
<del>2006-2007</del> 2006-2011	Research and introduce new collaborative problem solving techniques for use in mediation.	OSE-EIS, MSEMP network
2006-2009	Improve mediator trainings held to emphasize techniques for reaching agreements.	OSE-EIS, MSEMP network
2006-2011 <i>Revised</i> 2/2/2009	Explore feasibility of providing targeted technical assistance in high complaint districts.	OSE-EIS, MSEMP network
2006-2011	Use the new compliance database to increase opportunities for use of mediation and track progress in mediation.	OSE-EIS, MSEMP network
2006-2011	Increase coordination with the OSE-EIS complaint and hearing staff.	OSE-EIS, MSEMP network
<del>2006-2007</del> 2006-2011 <i>Revised</i> 2/2/2009	Publish a newsletter to highlight MSEMP services and proposed policies at the Michigan Department of Education.	OSE-EIS, MSEMP network
2006-2011 <i>Inserted</i> 2/1/08	Increase the use of IEP facilitation.	OSE-EIS, MSEMP network
2007-2011 <i>Inserted</i> 2/1/08	Implement statewide proposed OSE-EIS dispute resolution policy (when approved) encouraging early collaborative dispute resolution before and after the filing of a state complaint.	OSE-EIS PI Unit, MSEMP network
2008-2011 <i>Inserted</i> 2/1/08	Provide technical assistance on continuum of dispute resolution alternatives. Change: relocated from Indicator 18	OSE-EIS, MSEMP network
2007-2011 <i>Inserted</i> 2/1/08	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• The Michigan's State Personnel Development Grant, Michigan's Integrated</li> </ul>	OSE-EIS, Grantees, NCRRC

Timelines	Activities	Resources
	Improvement Initiative (MI3) <ul style="list-style-type: none"> <li>Michigan 's emerging work with the NCSEAM<sup>64</sup> General Supervision Framework</li> </ul>	

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

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<sup>64</sup> National Center for Special Education Accountability Monitoring.

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-8.
2. For this indicator, the stakeholder team reviewed pertinent information regarding data collection systems and reporting histories. Activities to improve timelines and accuracy were developed and implemented.

### Monitoring Priority: General Supervision / Timely and Accurate Data

**Indicator 20 – Timely Reporting of Data:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

### Overview of Issue/Description of System or Process:

The State reported Section 618 data are submitted annually by the Michigan Department of Education (MDE) Office of Special Education and Early Intervention Services (OSE-EIS). State level procedures and practices are built around two key processes, which have been improved in each of the last three years. The first process is the Section 618 December 1 data collection, designed to ensure accurate counts from the data that are submitted by ISDs and LEAs<sup>65</sup>. The data edits, duplicate checking algorithms, and prolific user reports ensure that submitted data satisfies the stated business rules and that user-submitted counts match final reported counts. The set of student data reports has been augmented to display year to year comparisons of counts for ISD, LEA and PSA users. The ISD, LEA and PSA staff also have access to Data Portraits which match to their submitted data and rank ISDs and LEAs across the state. The local users check these reports and verify their counts prior to certify their accuracy.

<sup>65</sup> LEAs include charter schools, known in Michigan as public school academies (PSAs).

The second process is designed to ensure that the submitted data from the ISDs and LEAs accurately portray the actual special education student population. This process, done by the Data Verification Team, is conducted in conjunction with the Continuous Improvement and Monitoring System (CIMS). Specific fields (e.g. exit reasons, unique identifiers) and events (e.g. IEP dates) are reviewed and a plan for data verification is created. The Data Verification Team makes phone calls and reviews records as needed. The CIMS process also includes random audits to ensure that IEPs are conducted and recorded properly.

In summary, the collection process ensures that the data submitted by ISDs and LEAs match the data reported by the state. The audit and monitoring processes ensure that the data submitted by the ISDs and LEAs are accurate.

**Baseline Data for FFY 2004 (2004-2005):**

100% of districts reported their data in a timely manner. The SEA submissions due 02/01/05 and 11/01/05 were delivered by the deadline and were accurate.

**Discussion of Baseline Data:**

In November 2005, the State's Single Record Student Database (SRSD) incorporated new data fields to collect discipline data. The data fields were released and training was conducted for data entry staff of the SRSD system users. SRSD Technical Assistance manuals were revised to reflect the change and disseminated to users. The Help Desk was also updated. Results from Pilot testing were used to further refine the system. Discipline data were collected through the SRSD system in December, 2005 and will be finalized in February, 2006.

There are two basic areas for ensuring accuracy of data: the December collection process and the compliance review. The December collection process utilizes Web-based submission with many data edits requiring user input. The data edits are documented in the Technical Manual available to all users; the manual is made available in July. The submitted data are reported in a variety of formats to allow submitters to review accuracy. Reports are available showing each change made to submitted data, ensuring the final outputs exactly match the submitted data plus any adjustments. In short, the data that districts submit are exactly what is reported.

The second area, compliance review, is linked to the CIMS system and data verification process of self-review and focused monitoring.

### Suspension and Expulsion Data:

The new data collection methodology was initiated by the Center for Educational Performance and Information (CEPI) and resulted in the anticipated small volume improvement over last year's submission.

### Improvements made 2004 to 2005 include:

A new reporting capability was added, allowing submitters to download a spreadsheet version of the data they submitted, either in its original form, or after processing and corrections. The users now can take the spreadsheet and perform their own analyses as desired.

Data Portrait reports are used to assist in identification of those LEAs most in need of assistance. The Unique Identifier capabilities of the Michigan Compliance Information System (MI-CIS) were used to identify specific unlikely occurrences for targeted review.

The OSE-EIS has submitted all APRs in a timely manner. The OSE-EIS used a process similar to the SPP process, described in the Overview section, for developing the APRs. APR development includes use of team leaders, feedback from the core team, review by stakeholders and administrative leadership.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2005 (2005-2006)	The OSE-EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2006 (2006-2007)	The OSE-EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2007 (2007-2008)	The OSE-EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2008 (2008-2009)	The OSE-EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2009 (2009-2010)	The OSE-EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.
2010 (2010-2011)	The OSE-EIS will assure that state reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2005-2011	Continue working with data personnel from Detroit Public Schools and other districts as necessary to improve the accuracy and timeliness of reporting.	OSE-EIS admin, Information Management Team, IIS <sup>66</sup> Grantee, District personnel
2005-2008	Continue to provide technical assistance in the form of large group trainings, help desk support, clear manuals, and self-paced tutorials.	OSE-EIS Information Management Team
2005-2006	Conduct software testing well in advance of December 1 to make sure the program has integrity.	OSE-EIS Information Management Team, Data Entry/District Personnel
2005-2011	Enforce submission deadlines.	OSE-EIS admin
2005-2007	Build a framework to improve data accuracy at the LEA and ISD level.	OSE-EIS Information Management Team
2005-2009	Use new Active and Exited student tracking reports to target local districts that need improvement.	IIS Grantee, CEPI, OSE-EIS Information Management Team
2005-2006	Change the submitted field definitions to differentiate "time removed from general education", as opposed to Full Time Equivalency (FTE).	OSE-EIS Information Management Team
2005-2011	Continue to distribute widely, teach about, and use the Data Portraits.	OSE-EIS Information Management Team, ISDs, LEAs
2005-2011	Continue implementation of internal process that ensures timely reporting.	OSE-EIS admin

Please see Michigan's **SPP Extension** for more current information as well as targets and activities in effect FFY 2010 through FFY 2012:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>66</sup> Interagency Information Systems.

**Michigan Acronyms Used in SPP/APR**

ALJ	Administrative Law Judge
APR	Annual Performance Report
ARR	Alternate Risk Ratio
AYP	Adequate Yearly Progress
CAP	Corrective Action Plans
CATI	Computer Assisted Telephone Interviewing
CAUSE	Citizens Alliance to Uphold Special Education
CEN	Center for Educational Networking
CEPI	Center for Educational Performance and Information
CIMS	Continuous Improvement and Monitoring System
CSPR	Consolidated State Performance Report
DisCoP	Disproportionality Community of Practice
ECE&FS	Early Childhood Education and Family Services
ECO	Early Childhood Outcomes
ECSE	Early Childhood Special Education
EETRK	Early Education Tracking System
ELA	English Language Arts
ELL	English Language Learners
ELPA	English Language Proficiency Assessment
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
FTE	Full Time Equivalency
GED	General Educational Development
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IIS	Interagency Information Systems
ISD	Intermediate School District
KPI	Key Performance Indicator
LEA	Local Educational Agency
LHO	Local Hearing Officer
LRE	Least Restrictive Environment
MAASE	Michigan Association of Administrators of Special Education
MAP	Mandated Activities Projects
MASSP	Michigan Association of Secondary School Principals
MDE	Michigan Department of Education
MEAP	Michigan Educational Assessment Program
MEAS	Michigan Educational Assessment System
MI3	Michigan's Integrated Improvement Activities
MiBLSi	Michigan's Integrated Behavior and Learning Support Initiative
MI-CIS	Michigan Compliance Information System
MI-Map	Michigan Map (Michigan School Improvement Tool)
MI-TOP	Michigan Transition Outcomes Project



**Michigan Acronyms Used in SPP/APR**

MME	Michigan Merit Exam
MRS	Michigan Rehabilitation Services
MSDS	Michigan Student Data System
MSEMP	Michigan Special Education Mediation Program
MSRP	Michigan School Readiness Program
NCCRESt	National Center for Culturally Responsive Educational Systems
NCLB	No Child Left Behind
NCRRC	North Central Regional Resource Center
NCSEAM	National Center for Special Education Accountability and Monitoring
NDPC	National Dropout Prevention Center
NGA	National Governors Association
NIRN	National Implementation Research Network
NPSO	National Post School Outcomes Center
NSTTAC	National Secondary Transition Technical Assistance Center
OEAA	Office of Educational Assessment and Accountability
OSE-EIS	Office of Special Education and Early Intervention Services
OSEP	Office of Special Education Programs (U.S. Department of Education)
OSI	Office of School Improvement
PA	Program Accountability
PAC	Parent Advisory Committee
Part B	Special Education (under IDEA 2004)
Part C	<i>Early On</i> (under IDEA 2004)
PBIS	Positive Behavioral Interventions and Supports
PI	Program Improvement
PSA	Public School Academy also known as Charter Schools
RTSL	Reaching and Teaching Struggling Learners
SEAC	Special Education Advisory Committee, Part B State Advisory Panel
SIG	State Improvement Grant
SOAHR	State Office of Administrative Hearings and Rules
SPSR	Service Provider Self Review
SRSD	Single Record Student Database
UIC	Unique Identification Code
USED	U.S. Department of Education
WRR	Weighted Risk Ratio
WSU	Wayne State University

**FFY 2005-2010 State Performance Plan**

**Appendix A:**

**Decision Letter on Request to Amend Michigan  
Accountability Plan**

**Decision Letter on Request to Amend Michigan Accountability Plan**

June 27, 2006

The Honorable Michael P. Flanagan  
Superintendent of Public Instruction  
Michigan Department of Education  
608 W. Allegan Street  
Lansing, MI 48909

Dear Superintendent Flanagan:

I am writing in response to Michigan's request to amend its State accountability plan under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). Following our discussions with your staff, the requested changes that are aligned with NCLB are now included in an amended State accountability plan that Michigan submitted to the Department on May 18, 2006. The changes are listed in an [attachment to this letter](#). I am pleased to fully approve Michigan's amended accountability plan, which we will post on the Department's Website.

If, over time, Michigan makes changes to the accountability plan that has been approved, Michigan must submit information about those changes to the Department for review and approval, as required by section 1111(f)(2) of Title I. Approval of Michigan's accountability plan is not also an approval of Michigan's standards and assessment system.

Please also be aware that approval of Michigan's accountability plan for Title I, including the amendments approved above, does not indicate that the plan complies with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act.

I am confident that Michigan will continue to advance its efforts to hold schools and school districts accountable for the achievement of all students. I wish you well in your school improvement efforts. If I can be of any additional assistance to Michigan in its efforts to implement other aspects of NCLB, please do not hesitate to call.

Sincerely,

Henry L. Johnson

cc: Governor Jennifer M. Granholm

**Amendments to Michigan's Accountability Plan**

These statements are summaries of the amendments. For complete details, please refer to the Michigan accountability plan on the Department's Website:

[www.ed.gov/admins/lead/account/stateplans03/index.html](http://www.ed.gov/admins/lead/account/stateplans03/index.html)

**Full Academic Year (Element 2.2)**

Revision: As a result of moving from a spring test administration to a fall test administration for grades 3-8, Michigan will define their full academic year based on the two-semi-annual student count days - the fourth Wednesday in September and the second Wednesday in February. For schools and school districts, students must be enrolled for the three most recent semi-annual official count days.

**Annual Determinations of AYP (Element 4.1)**

Revision: To calculate AYP with multiple grade levels assessed, Michigan will implement a proficiency index to form a single AYP determination for a school. Michigan will calculate a weighted average of the proportion of students above or below the Annual Measurable Objective. A proficiency index of zero or higher indicates that the annual measurable objective has been met by the school or subgroup.

Revision: Michigan will identify districts for improvement that miss AYP for two consecutive years in the same subject across all grade spans

**Assessment of students with disabilities (Element 5.3)**

Revision: Michigan will use the "proxy method" (Option 1 in our guidance dated May 7, 2005) to take advantage of the Secretary's flexibility regarding modified academic achievement standards. Michigan will calculate a proxy to determine the percentage of students with disabilities that is equivalent to 2.0 percent of all students assessed. For the 2005-06 AYP determinations, this proxy will then be added to the percent of students with disabilities who are proficient. For any school or district that did not make AYP solely due to its students with disabilities subgroup, Michigan will use this adjusted percent proficient to reexamine if the school or district made AYP for the 2005-06 school year.

**Graduation Rate (Element 7.1)**

Revision: Michigan will continue to use the graduation rate target of 80% for the 2005-06 school year.

**Changes in the Assessment System (Element 9.1)**

Revision: Michigan will continue to use the Annual Measurable Objectives for the grade levels previously assessed, English/language Arts in grades 4, 7, 11 and Math in grades 4, 8, and 11. Michigan will implement new Annual Measurable Objectives for the newly assessed grade levels of 3, 5, 6, and 8 in reading and 3, 5, 6, 7 in math.

**FFY 2005-2010 State Performance Plan**

**Appendix B:**

**Overview of the  
Continuous Improvement and  
Monitoring System (CIMS)  
As Developed and Implemented  
In Michigan**

## Continuous Improvement and Monitoring System

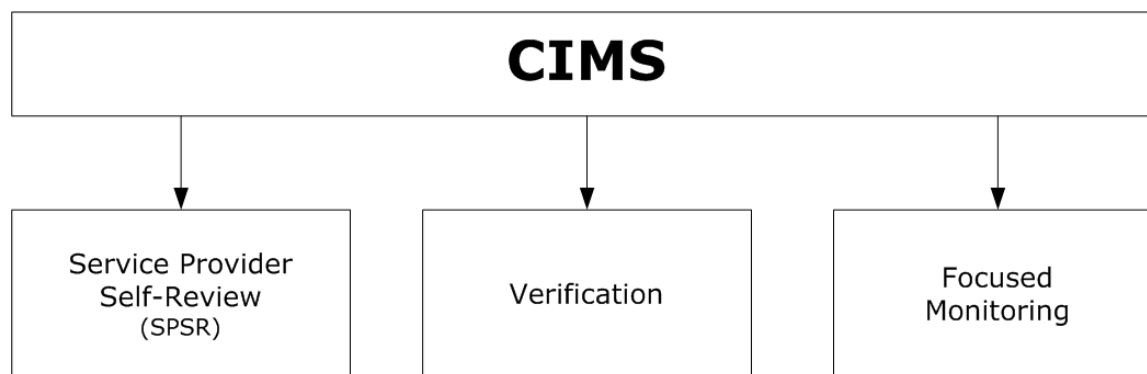
### OVERVIEW

The Continuous Improvement and Monitoring System (CIMS) broadens the state's monitoring emphasis, moving from mainly a compliance orientation to a focus on improving educational results for students with disabilities in Michigan. This design effort was facilitated by the work of a stakeholder group established by the Office of Special Education and Early Intervention Services (OSE-EIS) in the fall of 2003. The group's members represented intermediate school district (ISD) administrators and monitors, parents, school administrators, the OSE-EIS Quality Assurance and Early On staff, and others. The results of that work will move Michigan educators from a cyclical closed-ended monitoring system into one of continuous improvement.

The CIMS will be used by local education agencies (LEAs), public school academies (PSAs), state schools (e.g., the Michigan School for the Deaf), state agencies (e.g., Department of Human Services, Community Mental Health), and Part C (early intervention) service areas.

While the previous monitoring system focused on procedural compliance, CIMS now encompasses compliance monitoring, program effectiveness, and student results/outcomes. Unlike the previous state-driven system, which depended on cyclical MDE monitoring activities, CIMS now involves collaboration among school districts, agencies, ISDs, and the MDE in all stages of the process. The goal of CIMS is to have districts and agencies better understand the operation and effectiveness of programs for students with disabilities and develop plans for targeted use of resources. This overview discusses all CIMS components.

The CIMS process includes the following components: service provider self-review, verification, and focused monitoring.



## **SERVICE PROVIDER SELF-REVIEW**

The purpose of the service provider self review (SPSR) is to improve the performance of students with disabilities so that they will have a successful transition to adult life. The SPSR Part B is a process through which each school district in Michigan reviews the effectiveness of its programs and services once every three years. This team process emphasizes the analysis of outcomes for children with disabilities, of whole school approaches, and of targeted areas of most concern for the federal Office of Special Education Programs (OSEP) and the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS). The LEAs participating in the SPSR must demonstrate that the achievement of compliance has a direct and positive impact upon the achievement of students/children with disabilities. All Key Performance Indicators (KPIs) rated as "noncompliant" must be addressed in the Improvement Plan. It is recommended that districts/service areas additionally consider inclusion of actions for any KPI rated as "Needs Improvement". By addressing these potential systemic issues, LEAs assume a proactive role in areas of potential future noncompliance.

Improvement planning is an integral part of the SPSR as is the monitoring of changes in student performance as a result of improvement efforts. The LEAs completing the SPSR process will be required to submit a student level corrective action plan and an improvement plan. All individual student level noncompliance findings must be addressed with in a Student Level Corrective Action Plan with a timeline for correction in 30 calendar days. The purpose of the improvement planning is to: 1) focused on achieving systemic change that will create significant improvement in results for children with disabilities and their families; and 2) achieve compliance, and 3) focus on the effect of efforts on achieving systemic change that supports improved results for children and families. Noncompliance issues identified in improvement plans must be corrected in 1 year.

### **Sampling Districts for the Service Provider Self Review**

Initial implementation of the SPSR will occur over a period of three years. Intermediate School Districts (ISDs) will designate the school districts that will begin the process in fall of 2005; and those initiating the fall of 2006.

The ISDs are to designate which districts will implement the SPSR in 2005-06. All remaining LEAs will implement in 2006-2007 or 2007-2008. LEAs are informed in August of their implementation year.

Based on this process it is anticipated that the following number of records will be reviewed across the total number of year one cohort of LEAs participating in SPSR for 2005

Table 1  
Number of Districts and Estimated Cases To Be Used for the SPSR - 2005-2006

Number of LEAs/PSAs in FFY 2005 cohort	Number of students receiving special education	Sample size for cases
298	10,756	1,459

Source: Monitoring data

Since all ISDs are included every year, the sample will be geographically representative with approximately one third of LEAs in each ISD represented. Where SPSR data are used to meet the requirements for the Monitoring Priority indicators, some statistical corrections will be made to adjust for race/ethnicity representation and disability categories.

The LEA enters into the SPSR continuous improvement process by completion of the Key Performance Indicators (KPIs). Year 2 is comprised of implementation of the improvement plan. At the one-year anniversary of approval of the improvement plan, review of measurable annual progress occurs. Based on the findings, continuation of the plan, refinement of the plan, or revision of plan components occurs. This is repeated over one additional year. The LEA then conducts a total review of their system through completion of the then current KPIs.

## VERIFICATION

The purpose of verification review is to assure that districts properly implement SPSRs and that the results are valid. Review by an OSE-EIS team, of selected individual districts, takes place at the ISD level. Additional districts may be selected for review in response to OSE-EIS concerns. The OSE-EIS team reviews the district's SPSR submissions and supporting documentation and verifies that specific performance standards have been met. The team may also examine additional areas of concern to the OSEP and OSE-EIS.

## FOCUSED MONITORING

Focused monitoring has been defined by the National Center for Special Education Accountability and Monitoring (NCSEAM) as "a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance/results to maximize resources, emphasize important variables, and increase the probability of improved results."



Focused monitoring targets a selected set of priorities identified with the support of a stakeholder-based committee after a review of state performance data. Selected priorities are consistent with those of the OSEP and reflect Michigan's goals for the successful implementation of IDEA 2004 and No Child Left Behind—the revised Elementary and Secondary Education Act of 2001 (NCLB). Based on these priorities, the OSE-EIS conducts an analysis of state data to rank, identify, and select districts that will be targeted for focused monitoring.

The focused monitoring reviews are conducted by an OSE-EIS monitoring team and supported by a district-appointed team and the ISD monitor. While on site at the LEA, the OSE-EIS team gathers information through interviews, record reviews, and observations of selected service delivery settings. The team uses collected evidence to evaluate the district's performance in both regulatory and programmatic areas relative to specific outcome measures.

The outcome of the focused monitoring process is a report to the district identifying areas of noncompliance for corrective action and system improvement.

After completion of the onsite visit, the LEA will receive a Report of Findings from the Office of Special Education and Early Intervention Services (OSE-EIS). Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic noncompliance findings leading to the required evidence of change. Any student level citations identified must be completed within 30 days in addition to the improvement plan.

One year following the approval of the improvement plan, a district representative shall meet with an OSE-EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, progressive interventions are imposed.

## Sequence of Events

Activity	Person(s) Responsible	Timeline
Rank & select LEAs for data verification	OSE-EIS	
Conduct data verification	OSE-EIS; Supt. or designee	
Select LEAs to receive focused monitoring	OSE-EIS	By June 1
Notify selected LEAs	OSE-EIS	By June 1
Release rankings used for selection in focused monitoring	OSE-EIS	August
Meet with LEAs to be monitored to discuss FM: <ul style="list-style-type: none"> <li>• explain what is involved in FM</li> <li>• provide the district with a FM review packet</li> <li>• identify team members</li> <li>• share relevant data</li> <li>• advise district on methods to complete data components with updated information</li> <li>• arrange for development and dissemination of public announcement of focused monitoring</li> </ul>	OSE-EIS, Superintendent, Special Education Director, and others as appropriate	No later than 90 days prior to on-site visit
Community Announcement of Focused Monitoring Selection	LEA superintendent or designee	30 days prior to on-site visit
Submit information for LEA Data Analysis Process	LEA Lead	60 days prior to on-site visit
Conduct OSE-EIS Pre-Staffing	OSE-EIS, SEA FM Team Leader	45 days prior to on-site visit
Notify community of parent forum(s)	LEA Superintendent or designee	One week prior to on-site visit
Convene orientation meeting of SEA FM team	SEA FM Team	On-site prior to LEA meetings
Conduct on-site activities	SEA FM Team	While on site
Conduct LEA FM Evaluation	SEA FM Team Leader	1 week after on-site visit
Conduct OSE-EIS staffing to review findings	OSE-EIS, FM Team Leader, ISD, TA	1 week after on-site visit
Provide comprehensive report of findings	OSE-EIS	30 days after on-site visit
Conduct initial Improvement team meeting to review results and begin improvement process	SEA FM Team Leader, TA, LEA Improvement Team,	15 days after receipt of report of findings
Complete Improvement Plan	District FM Team & OSE-EIS	30 days after LEA receipt of report
Receive notification of approval of plan	OSE-EIS Monitoring Office	30 days after receipt of improvement plan
Notify public of findings and LEA/SA plans for correction & improvement	Superintendent or Designee	Within 60 days of receipt of report
Implement and report progress on designated timelines	Superintendent or Designee	Per approved Improvement Plan

Activity	Person(s) Responsible	Timeline
Provide feedback on progress report	FM Team Leader	10 days after receipt of progress report
Conduct Evidence of Change Review	OSE-EIS; LEA Superintendent or designee	12 months after LEA report of findings
Conduct evaluation of the FM Process	LEA	After close-out of process

## Focused Monitoring Overview

### Phase I: Preparation for Monitoring

Once the district/service area identification process is completed, the superintendents of the chosen districts will be notified by the SEA of selection for Focused Monitoring. A district Focused Monitoring Team will then be appointed by the Superintendent.

Focused Monitoring is a customized process to investigate factors related to a hypothesis(es) specific to the causes of low performance on indicators within a specific district/service area. Known data previously submitted to the ISD, SEA, or housed at the district, drives the development of the hypothesis(es).

The SEA and District FM Team members are finalized.

Arrangements for FM on-site activities are finalized with the District FM team representative for the purpose of advance notification and preparation of staff, parents, students and community.

The Superintendent is responsible for notification of the community regarding the occurrence of the Focused Monitoring. Notification is required as a means of accountability to stakeholders.

### Phase II: On-site Monitoring Activities

The purpose of on-site activities is to gather information related to the hypothesis that allows for identification of root causes. Data informs the team of how the district functions in five attributes: 1) Policies and Procedures; 2) Professional Learning; 3) Practice; 4) Supervision; 5) Infrastructure.

## Phase III: Analysis of Results and Reporting

The SEA Focused Monitoring team will review the information gathered through all of the Focused Monitoring activities and determine compliance

Sufficient evidence must be present to establish noncompliance. Evidence must be present from at least two sources before noncompliance can be cited. The robustness of the evidence is also considered in the final decision. A record of decisions and supporting evidence concerning systemic noncompliance will be compiled by the OSE-EIS. Any student level noncompliance findings will be addressed separately from the systemic issues.

A Report of Findings will be completed and mailed to the superintendent of the district/service area within 30 days of the conclusion of the on-site visit. The Report of Findings narrative will provide a standard format for explaining to parents, Board of Education members and other audiences the purpose, process and results of the Focused monitoring.

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## Phase IV: District Response & Follow-up

Upon receipt of the Report of Findings, the district must prepare an improvement plan to address systemic noncompliance findings leading to the required evidence of change.

Any student level citations needing to be addressed must be completed within 30 days in addition to the improvement plan.

The OSE-EIS will make available to the district a technical assistance specialist to assist with Improvement Planning. The role of this individual is to assist the district in developing an Improvement Plan that meets the requirement of FM. The FM Team Leader will be present at the initial planning meeting as a resource for clarification of findings.

A template is provided to the district for the improvement plan.

A draft of the improvement plan must be electronically submitted to OSE-EIS within 30 days after receipt of the Report of Findings and must be approved by OSE-EIS within 60 days of receipt of the Report of Findings.

**Progress Reporting**

Reports of progress will be electronically submitted as indicated in the approved Improvement Plan. Progress will be reported for each activity.

Feedback will be provided to the district from OSE-EIS regarding needs for clarity or specificity. If progress reporting indicates the LEA is not making sufficient process toward Evidence of Change, the OSE-EIS may require the district to take additional steps.

**Evidence of Change Review**

One year following the approval of the improvement plan, a district representative shall meet with an OSE-EIS representative to review the Evidence of Change data. If the outcomes are met, the Focused Monitoring comes to closure. Should evidence of change not be satisfactory and there are substantiated extenuating circumstances, an extension may be granted. If Evidence of Change is not achieved due to other reasons, progressive interventions are imposed.

**FFY 2005-2010 State Performance Plan**

**Appendix C:**

**FFY 2007 SPP Section for Indicator 1**

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-7.
2. For this indicator, the stakeholder team had several issues to consider including the following:
  - lack of comparable data between general education and special education,
  - new state graduation requirements
  - plans to change calculation measures in 2007-2008, and
  - application of various calculation strategies to address comparability.

### Monitoring Priority: FAPE in the LRE<sup>67</sup> / Graduation

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

**Calculation:** The CEPI collects data and calculates the total student graduation rates in Michigan. The formula for determining the 2004-2005 graduation rates accounts for student attrition in a secondary school/facility over multiple grade levels. This is done by calculating the number of students graduating with a regular diploma divided by the number of students graduating with a regular diploma + those who received a certificate + dropped out + aged out + moved not known to be continuing.

### Overview of Issue/Description of System or Process:

Michigan is submitting a revised SPP report for Indicator 1, because four significant events have occurred since submitting the December 2005 SPP that affect baseline data and targets.

1. Change in exit data reporting date from December 1 to July 1 per OSEP's request
2. U.S. Department of Education (USED) acceptance of amended Michigan Department of Education (MDE)/State Board of Education *Education YES!* (NCLB) 2005-2006 graduation targets for all students
3. Adoption of new State graduation requirements (PA 123 of 2006; PA 124 of 2006) effective for the graduating class of 2011, and

<sup>67</sup> Free Appropriate Public Education in the Least Restrictive Environment.

4. Adoption of the National Governors Association (NGA) cohort method of calculating graduation rate for full implementation in spring of 2008.

Historically, Michigan used the Section 618 December 1 special education count for its exit data. At OSEP's request, Michigan has transitioned to a July 1 report using the state's pupil count data. The transition to a July 1 reporting date accounts for the change to a smaller N between the 2004-2005 and the 2005-2006 data sets.

Second, the Michigan *Education YES!* accountability system under NCLB, set the graduation target for **all** students at 85% beginning 2005-2006. Since that time, Michigan's target for graduation has been revised to **80%** and was approved by the U.S. Department of Education (see Appendix A)

<http://www.ed.gov/admins/lead/account/letters/acmi5.html>. The U.S. Department of Education advised the MDE that due to Michigan's shift to the NGA Cohort calculation methodology, Michigan's NCLB calculation can remain at 80% pending emerging data from the NGA cohort calculations. The MDE will set a new baseline beginning with the graduating class of 2007 using the NGA cohort method. The MDE anticipates this baseline will be significantly below 80%, and the state will rebuild from there. Per the Office of Special Education Programs' requirement for an increasing target rate, the SPP graduation target will return to **85%** in FFY 2010.

Third, as forecast in the December 2005 SPP, the Michigan Legislature enacted the Michigan Merit Curriculum into law in March of 2006 (PA 123 of 2006; PA 124 of 2006). The new associated graduation requirements dramatically change the educational landscape. Beginning with the graduating Class of 2011 (Michigan's 2006-2007 eighth graders) all students must meet rigorous academic standards to receive a regular high school diploma. The focus is to hold all students to consistent, high standards that will prepare them for life and the global economy they will experience.

Local districts award high school diplomas in Michigan (with the exception of the Michigan School for the Deaf). There is no state diploma, and there are no legislated alternatives to the regular diploma. Michigan does not recognize the five tests of General Educational Development (GED) as a regular diploma (i.e., attainment of a GED does not terminate a student's right to FAPE for the purposes of pursuing a regular diploma). Local districts may choose to grant alternatives to a regular diploma, such as a certificate of completion, however such certificates do not constitute graduation from high school in Michigan.

The new legislation does allow for the development of a Personal Curriculum that will provide flexibility for any student and will support progress toward graduation. Personal curriculum modifications for students with IEPs accommodate for disability-related learning needs and must be supported by the IEP process. The Michigan Merit Curriculum legislation requires that all students have an educational development plan by their first year in high school. The Michigan Merit Curriculum also requires all students to earn credits in the following areas, with specific content expectations in each area:



- 4 credits each in English Language Arts and Mathematics
- 3 credits each in Science and Social Studies
- 1 credit in Health and Physical Education
- 1 credit in the Visual, Performing, or Applied Arts
- 2 credits in World Languages, beginning with the Class of 2016
- An Online Learning Experience

While local districts determine the total number of credits needed to graduate, the State has set a minimum number of credits required in each subject area and, in some areas, specified the content expectations that must be addressed. An online learning experience is required along with the 18 credits outlined above. Prior to the new legislation, Michigan law only required that a student complete a course in civics to graduate (Section 380.1166), with remaining requirements set by each locally elected Board of Education.

The final projected change in Michigan, again as forecast in the December 2005 SPP, is that the Center for Educational Performance and Information (CEPI) will begin transitioning from using aggregate data to determine the graduation rates to calculating the graduation rates based on a four-year student cohort. The new method for calculating graduation rates, endorsed by the National Governors Association (NGA), will allow for disaggregating graduation rate data for students with IEPs. The projected date for full implementation of the new method is spring of 2008. The new NGA cohort method, utilizing SRSD data, uses the following formula:

- Graduation rate = [on-time graduates in year x] ÷ [(first-time entering ninth graders in year x – 4) + (transfers in) – (transfers out)]
- Graduates are defined as students who have successfully completed their general education requirements and received a regular diploma.

The new method for calculating graduation rates will utilize a single data source and provide a more refined, efficient, and comprehensive result. The Office of Special Education and Early Intervention Services (OSE-EIS) will report graduation rates for students with disabilities using this formula and show a comparison between the performance of students with IEPs and all students. There is a request pending with the U.S. Department of Education for some special education students to be able to count as a graduate even though they take five (5) years to complete their program. A response from the U.S. Department of Education is expected spring, 2007.

#### **Baseline Data for FFY 2004 (2004-2005):**

The graduation rate of 67.05% which was reported in the December 2005 SPP report was calculated by CEPI and was an unaudited count. This calculation was performed by CEPI to allow a comparison between the graduation rates of youth

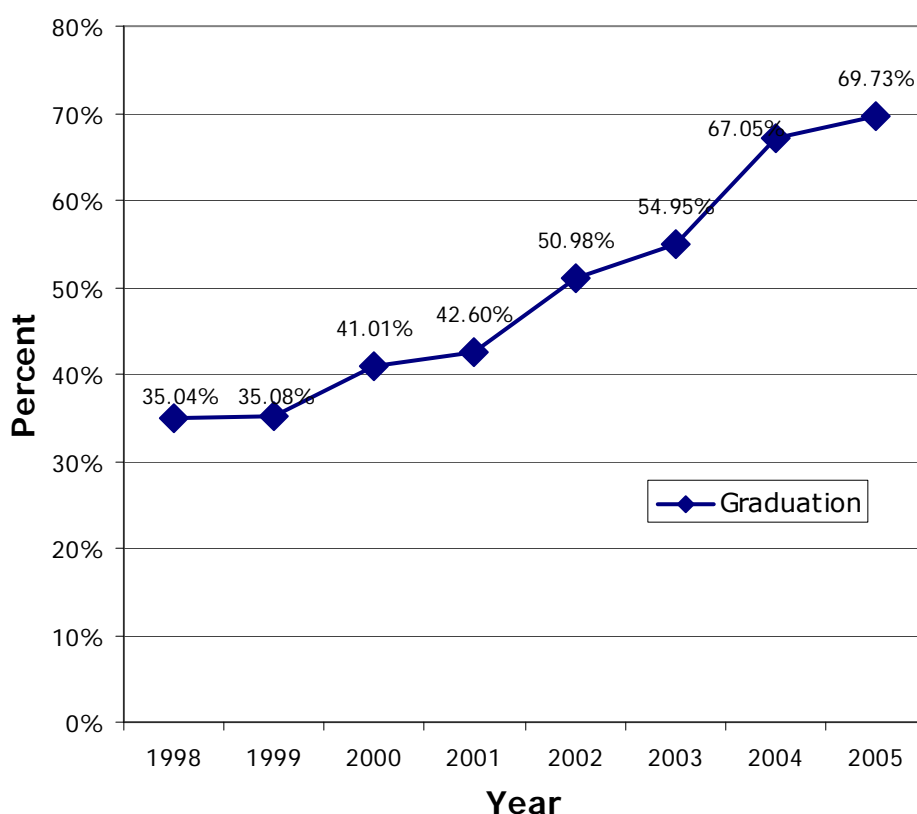
with IEPs and all youth. Due to the differences in calculation methodology and reporting dates between general education and special education the percentages are slightly different. The OSE-EIS is providing revised performance data for the FFY 2004 to assist in developing a common understanding of this complex issue. Further explanation follows after Table 1.

**Table 1: Graduation Rates for Students in Michigan**

	Percent	Number
Percent of youth with IEPs graduating with a regular diploma (final December 1 2005 count)	69.7%	N=8312
Percent of all youth graduating with a regular diploma (final July 1 2005 count)	87.7%	not yet available

Sources: MI-CIS and CEPI-SRSD

**Figure 1: Special Education Graduation Rates 1998-2005**



Source: MI-CIS

**Discussion of Baseline Data:**

**2004-2005 Special Education Graduation Rate:** The original graduation rate computation for Michigan youth with IEPs utilized the OSEP method and December 1 data from the Michigan Compliance Information System (MI-CIS). Michigan data showed that from 1998 through 2005 the percentage of Michigan students with IEPs who graduated with a high school diploma increased steadily from 35.04% to 69.73% (See Figure 1).

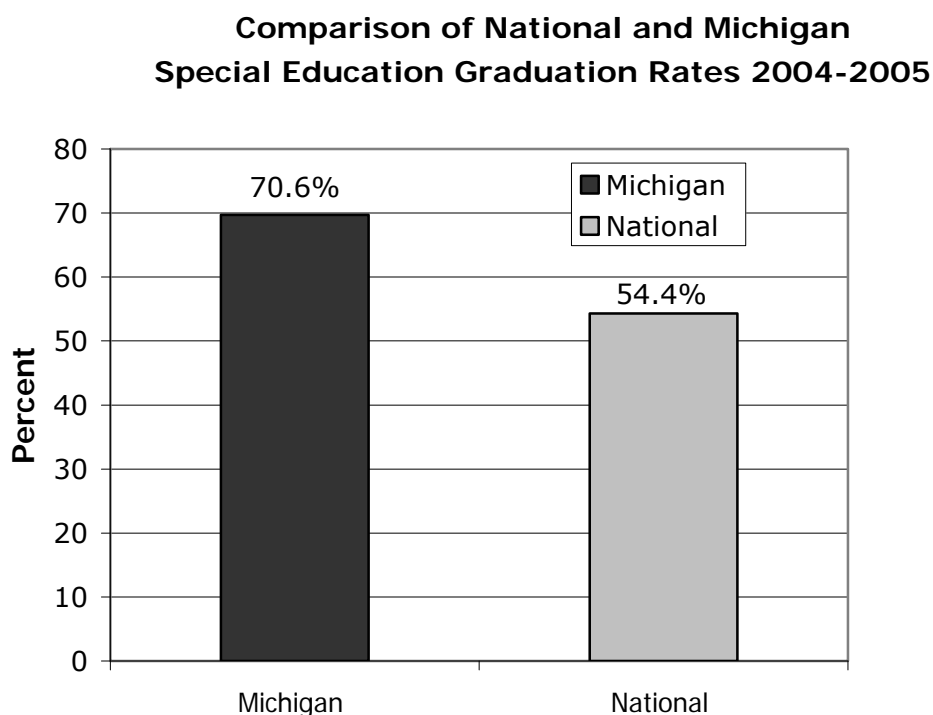
The Center for Educational Performance and Information (CEPI) collects data and calculates the total student graduation rates in Michigan. The formula for determining the 2004-2005 graduation and dropout rates was the same formula used to determine the 2003-2004 rates, that is the number of students graduating with a regular diploma divided by the number of students graduating with a regular diploma + Received a certificate + dropped out + aged out + moved not known to be continuing.

This formula accounts for student attrition in a secondary school/facility over multiple grade levels. This is done by multiplying all the class retention rates together in the secondary school/facility. CEPI used the Single Record Student Database (SRSD) data collection and submission process. The 2004-2005 graduation and dropout rates examined students' movements from the fall 2004 count date to and including the fall 2005 count date, in order to determine their most recent dispositions for the school year. Student records in each cycle were placed into one of the following categories: continuing with his/her education; transfer-in; transfer-out; completer (student who completes in more than four years), graduate; or unknown (not accounted for). The students "retained in grade" were determined using the fall 2005 submission.

**Discussion of Performance Data:**

**2005-2006 Special Education Graduation Rate:** In the new July 1, 2006 reporting system, using the OSEP formula, the CEPI data now show that the overall percentage of graduating students with IEPs is 70.6%. Michigan's 2005-2006 graduation rate also surpasses the national graduation percentage for students with disabilities reported for 2004-2005 as shown in Figure 2 below.

Figure 2:



Sources: MI-CIS and IDEA Data IDEAdata.org

Michigan 2004-2005 (n=8,312)

National 2004-2005 (n=211,033)

Michigan 2005-2006 (n=5,642 source: SRSD) 70.6%

National 2005-2006 Data not available

### Measurable and Rigorous Targets:

For Indicator 1, the SPP team identified the considerations listed below as a basis for proposing revised, measurable and rigorous targets:

- MDE *Education YES!* (NCLB) amended targets set and approved by the State Board of Education for all students, (effective 2005-2006)
- Adoption of NGA cohort method of calculating graduation rate for full implementation in spring of 2008.
- Adoption of new State graduation requirements effective for the graduating class of 2011,
- State special education trend data
- National special education trend data, and
- Michigan Continuous Improvement and Monitoring System (CIMS) data.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. <b>80%</b> (Michigan's NCLB target revised per USED approval)
2006 (2006-2007)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. <b>80%</b>
2007 (2007-2008)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. <b>80%</b>
2008 (2008-2009)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. <b>80%</b>
2009 (2009-2010)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. <b>80%</b>
2010 (2010-2011)	Percent of youth with IEPs in Michigan graduating from high school with a regular diploma. <b>85%</b>

#### Improvement Activities/Timelines/Resources:

Activities implemented in 2005 are described in the 2007 Annual Performance Report (APR).

Timelines	Activities	Resources
2005-2011	Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	OSEP NDPC
2005-2011	Continue to disseminate LEA data reports on graduation rates by disability and ethnicity	OSE-EIS IIS <sup>68</sup> Grantee LEAs and ISDs
2009-2010 <i>Revised 2/1/2008</i>	Convene a referent group to reset graduation targets to be reported in the 2010 SPP/APR, because of the new graduation requirements and the new NGA cohort calculation.	OSE-EIS PR Unit <sup>69</sup> CEPI State Advisory Panel LEAs and ISDs
2006-2008	Disseminate statewide information and training on high school reform, including the Michigan Merit Curriculum, to inform educators about the SPP targets and available	OSE-EIS CIMS <sup>70</sup> MI-TOP <sup>71</sup> LEA and ISD

<sup>68</sup> Interagency Information Systems.

<sup>69</sup> Performance Reporting Unit.

<sup>70</sup> Continuous Improvement and Monitoring System.

<sup>71</sup> Michigan's Transition Outcomes Project (MI-TOP).

Timelines	Activities	Resources
	resources.	administrator personnel development
2006-2007	Target improved performance of special education students at the middle school level in mathematics and English language arts.	OSE-EIS staff, SIG <sup>72</sup> , LEAs and ISDs
2006-2011 <i>Revised 2/2/2009</i>	Embed into Continuous Improvement and Monitoring System Redesign (CIMS-2) a process for districts to review and analyze graduation data and conduct a root cause analysis.	OSE-EIS staff, CIMS, LEAs and ISDs
2006-2011 <i>Revised 2/2/2009</i>	Implement evidence based practices to improve student outcomes, i.e. graduation and postsecondary outcomes.	OSE-EIS staff, MI-TOP, LEAs and ISDs
2008-2011 <i>Inserted 2/1/2008</i>	Initiate collaborative work with the Office of School Improvement and key education stakeholders to integrate special education practices developed for students receiving special education services known to support school completion into common educational practice across the state.	OSE-EIS and OSI Staff, MI-TOP, SEAC, MAASE, MASSP
2008-2011 <i>Inserted 2/1/2008</i>	Develop and implement a more integrated set of General Supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> </ul> Michigan's emerging work with the NCSEAM <sup>73</sup> General Supervision Framework	OSE-EIS, Grantees, NCRRC, National Implementation Research Network (NIRN)
2008-2011 <i>Inserted 2/2/2009</i>	Implement the Reaching and Teaching Struggling Learners initiative as a strategy to increase graduation and decrease dropout rates.	Reaching and Teaching, OSE-EIS staff, Training and Technical Assistance for Transition Services Grant, Great Lakes East Comprehensive Assistance Center, REL Midwest, MI3, State Implementation on Scaling-up of Evidenced-based Practices (SISEP)

<sup>72</sup> State Improvement Grant.

<sup>73</sup> National Center for Special Education Accountability Monitoring.

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2009-2011 <i>Inserted 2/2/2009</i>	Convene Michigan Symposium on Model High Schools	Training and Technical Assistance for Transition Services Grant, International Center for Leadership in Education (ICLE), Secondary Redesign and Transition staff, MI-TOP Core Team, OSE-EIS staff
2008-2011 <i>Inserted 2/2/2009</i>	Implement a technical assistance tool that will facilitate districts' analysis of relationships between results and compliance measures.	Public Sector Consultants, CEPI
2008-2011 <i>Inserted 2/2/2009</i>	Implement standards-based individualized education programs (IEP) policies and procedures.	Standards-Based IEP Committee, OSE-EIS staff, ISD staff
2008-2011 <i>Inserted 2/2/2009</i>	Work with intradepartmental partners to create consistency in student planning processes.	Office of Career and Technical Education staff, Office of School Improvement staff, OSE-EIS staff
2009-2011 <i>Inserted 2/2/2009</i>	Scale up MiBLSi at the secondary level.	MI3, SISEP, OSE-EIS staff, MiBLSi staff

**FFY 2005-2010 State Performance Plan**

**Appendix D:**

**FFY 2007 SPP Section for Indicator 2**



## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-7.
2. For this indicator, the stakeholder team had several issues to consider including the following:
  - lack of comparable data between general education and special education,
  - plans to change calculation measures in 2007-2008,
  - application of various calculation strategies to address comparability.

### Monitoring Priority: FAPE in the LRE<sup>74</sup> / Dropout

**Indicator 2:** Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

**Calculation:** Measurement for youth with IEPs should be the same measurement as for all youth. The dropout rate is calculated by taking the number who dropped out, the number who moved, and the number who are not known to be continuing divided by the number who graduated, received a certificate, dropped out, aged out, died, and moved not known to be continuing, times 100.

### Overview of Issue/Description of System or Process:

**Michigan is submitting a revised SPP report for Indicator 2:** Four significant events, described in the overview section of Indicator 1, have occurred since submitting the December 2005 SPP. Historically, Michigan used the Section 618 December 1 special education count for its exit data. At OSEP's request, Michigan has transitioned to a July 1 report using the state's pupil count data. The transition to a July 1 reporting date accounts for the change to a smaller N between the 2004-2005 and the 2005-2006 data sets.

<sup>74</sup> Free Appropriate Public Education in the Least Restrictive Environment.

New performance data are reported holding all students to consistent, high standards that will prepare them for life and a global economy. The Michigan Legislature enacted the Michigan Merit Curriculum into law in April of 2006 (PA 123 of 2006; PA 124 of 2006). The new graduation requirements dramatically change the educational landscape in Michigan. Beginning with the graduating Class of 2011 (Michigan's 2006-2007 eighth graders), students must meet rigorous academic standards to receive a regular high school diploma upon graduation.

Michigan's Merit Curriculum is part of an overall high school reform effort emphasizing rigor, relevance, and relationships in the education community. Michigan's Superintendent of Public Instruction emphasizes that the Michigan Merit Curriculum, while maintaining rigorous academic standards, allows for flexibility and the incorporation of student interests into a local district's curriculum. This new emphasis includes initiatives specifically designed to keep students in school and reduce dropout rates for all students. As requested by Michigan's Governor, and adopted legislatively, the Michigan Merit Curriculum requires schools to contact parents immediately at the first signs of a student's risk of failure. In partnership with the parent and student, a local school may develop a modified personal curriculum (within established limits) aligned with the student's education development plan to meet a student's specific academic needs. For students with disabilities, the Michigan Merit Curriculum legislation allows for further modifications to a personal curriculum. These modifications are allowed to the extent necessary because of the student's disability and must be consistent with the student's educational development plan and the student's individualized education plan.

As a result of these legislative efforts, local districts are beginning to focus increased resources on retaining students and lowering dropout rates. Dropout rate and graduation rate continue to remain a priority in Michigan's special education Continuous Improvement and Monitoring System.

The majority of Michigan students with IEPs graduate with a regular diploma. Some students, however, have their education interrupted due to family circumstances, illness, placement in a residential facility, or other unique circumstances. Some students complete their education by earning a General Education Development (GED) certificate or other alternative certificate of completion granted by the local district. Other students with IEPs complete their education by reaching Michigan's maximum age limit of 25 for receiving special education programs and services.

**A note about graduation and drop out rates:** Combining the graduation and drop out rates do not equal 100% because some students die, receive a certificate of completion, or reach the maximum age.

**Baseline Data for FFY 2004 (2004-2005):**

The dropout rate for youth with IEPs as reported in the December 2005 SPP submission was 15.2%. This figure was based on unaudited results from the CEPI. Changes in data collection systems, reporting periods, and calculation methodology significantly altered data results therefore making it difficult to show comparability from year to year.

**Table 1: Revised Michigan Performance Data for FFY 2004 (2004-2005):**

Percent of youth with IEPs dropping-out (final 2005 count)	25.5%    n=3,337
Percent of all youth dropping out (final 2005 count)	3.3%    n=33,207

Sources: MI-CIS and CEPI – SRSD

### Discussion of Baseline Data:

**2004-2005 Special Education Dropout Rate:** The formula for determining the 2004-2005 dropout rates was the same formula used to determine the 2003-2004 rates. It was calculated by taking the number who dropped out, the number who moved, and the number who were not known to be continuing divided by the number who graduated, received a certificate, dropped out, aged out, died, and moved not known to be continuing, times 100.

The Center for Educational Performance and Information (CEPI) provides the total student dropout rate in Michigan. The CEPI defines dropouts as unaccounted for students. As with its calculations for graduation rates, CEPI is in the process of transitioning from its current method of calculation to a new cohort method by the spring of 2008.

This formula accounts for student attrition in a secondary school/facility over multiple grade levels. This is done by multiplying all the class retention rates together in the secondary school/facility. CEPI used the Single Record Student Database (SRSD) data collection and submission process. The 2004-2005 dropout rates examined students' movements from the fall 2004 count date to and including the fall 2005 count date, in order to determine their most recent dispositions for the school year. Student records in each cycle were placed into one of the following categories: continuing with their education; transfer-in; transfer-out; completer; graduate; or unknown (not accounted for). The students "retained in grade" were determined using the fall 2005 submission.

### 2005-2006 Special Education Dropout Rate:

In the new July 1, 2006 reporting system, using the OSEP formula, the CEPI data now show that the overall percentage of dropouts for students with IEPs is 25.2%. Michigan's 2005-2006 dropout rate for students with disabilities is slightly better than the corresponding national rate as shown in Table 2 below.

**Table 2: Comparison of Michigan and National  
Special Education Drop Out Rates**

	% Dropout	
	Michigan 2004-2005	National 2004-2005
<b>Total</b>	25.5% n=3,294	28.3% n=109,656

Sources: MI-CIS and IDEAdata.org

**Table 3: 2006 Drop Out Rate for Michigan Youth with IEPs**

Percent of youth with IEPs dropping out (unaudited 2006 SRSD count)	25.2% n=2,017
Percent of all youth dropping out (2006 final count)	Not yet available

Source: CEPI - SRSD

The CEPI defines a dropout as a student who has been assigned to a graduating class and does not graduate, or does not receive a GED certificate, or is not considered a transfer, or whose enrollment status is otherwise unknown. Students with IEPs are considered dropouts according to the same criteria established for students without IEPs. The CEPI considers all of the following students dropouts (unaccounted for) if they fit the descriptors and cannot be located in the data system through their Unique Identification Code:

- Dropped out of school
- Expelled from the school district with no further services
- Enlisted in the military or Job Corps
- Unknown
- Left adult education

A student with an IEP can leave school without graduating and not be considered a dropout if they fit the CEPI definitions of a 'Completer' or 'Transfer-Out'. Table 4 below shows the CEPI definitions of Transfer-Out, Completer, and Dropout and Students Located.

**Table 4: CEPI Definitions In Conjunction with Drop Out Data Collection**

**Transfer-Out:** Students who transfer out of the district are removed from the graduating class of the school/facility and district. A student would be considered a transfer-out if any of the following district exit statuses applied to the student.

- Completed general education with an equivalency certificate
- Completed general education with other certificate
- Deceased
- Enrolled in another district known not to continue in special education
- Enrolled in another district, known to continue in special education
- Enrolled in home school
- Enrolled in non-public school
- Incarcerated
- Moved out of state
- Placed in a recovery or rehabilitative program
- Reached maximum age (special education)
- Received certificate of completion or finished IEP requirements

**Completer:** Completers are considered a transfer-out. A student would be considered a completer if any of the following district exit statuses applied to the student.

- Received certificate of completion or finished IEP requirements
- Reached maximum age (special education)

**Dropout and Students Located:** A student that is not accounted for will be considered a dropout. A student would be considered a dropout if any of the following district exit statuses applied to the student:

- Dropped out of school
- Expelled from the school district (no further services)
- Enlisted in military or Job Corps
- Left adult education
- Unknown

Source: CEPI – 2006 SRSD Manual

The CEPI will begin transitioning from using aggregate data to determine the dropout rates to determining the rates based on a four-year student cohort. The new method for calculating dropout rates will allow for the disaggregating of dropout rate data for students with IEPs. The projected date for full implementation of the new method is spring of 2008.

The OSE-EIS has determined that targets set for all youth are appropriate expectations and will be applied for all Michigan youth are appropriate expectations and will be applied to youth with IEPs.

As these targets change under *Education YES! NCLB* in Michigan, the OSE-EIS, along with input from stakeholders, will continue to monitor the progress of students with IEPs and determine the extent to which graduation targets represent rigorous and achievable targets for students with disabilities.

### Measurable and Rigorous Targets:

For Indicator 2, the SPP team identified the considerations listed below as a basis for setting measurable and rigorous targets:

- Michigan Department of Education (MDE) *Education YES! NCLB* targets set and approved by the State Board of Education for all students
- State special education trend data
- Comparison to national average.
- The Continuous Improvement and Monitoring System (CIMS)

FFY	Measurable and Rigorous Target
2005 (2005-2006)	13 % = Percent of youth with IEPs dropping out of high school
2006 (2006-2007)	11.5% = Percent of youth with IEPs dropping out of high school
2007 (2007-2008)	10.0% = Percent of youth with IEPs dropping out of high school
2008 (2008-2009)	9.5% = Percent of youth with IEPs dropping out of high school
2009 (2009-2010)	9.0% = Percent of youth with IEPs dropping out of high school
2010 (2010-2011)	8.0% = Percent of youth with IEPs dropping out of high school

### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
2008-2010 <i>Revised</i> 2/1/08	Convene a referent group to reset dropout targets to be reported in the 2008 SPP/APR, because of the new graduation requirements and the new National Governors Association (NGA cohort calculation).	OSE-EIS Program Improvement Unit, CEPI, State Advisory Panel, LEAs and ISDs
2005-2011	Continue to disseminate local educational agency (LEA) data reports on dropout rates by disability and ethnicity.	OSE-EIS, LEAs and ISDs
2006-2011 <i>Revised</i> 2/2/2009	Embed into CIMS-2 a process for LEAs to review and analyze graduation data and conduct a root cause analysis.	OSE-EIS, CIMS, LEAs and ISDs

Timelines	Activities	Resources
2006-2011	Continue collaboration with the National Dropout Prevention Center (NDPC). Receive technical assistance from the NDPC.	The OSEP and NDPC
2006-2011	Develop and implement best practices leading to graduation and successful transition to post secondary roles.	OSE-EIS, MI-TOP, LEAs and ISDs
2006-2011	Develop strategic initiatives through the Parent Involvement grant that focus on reducing dropout rates	OSE-EIS, Parent Involvement stakeholders
2006-2008 <i>Revised 2/1/08</i>	Utilize statewide dissemination of information and training on high school reform, including the Michigan Merit Curriculum, to inform education practitioners about the SPP targets and available resources.	OSE-EIS staff, CIMS staff/ MI-TOP staff
2008-2011 <i>Inserted 2/1/2008</i>	Develop and implement a more integrated set of General Supervision activities across <ul style="list-style-type: none"> <li>• The general supervision SPP indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's emerging work with the NCSEAM<sup>75</sup> General Supervision Framework</li> </ul>	OSE-EIS, Grantees, NCRRC, NIRN
2008-2011 <i>Inserted 2/2/2009</i>	Implement the Reaching and Teaching Struggling Learners initiative as a strategy to increase graduation and decrease dropout rates.	Reaching and Teaching for Struggling Learners initiative, OSE-EIS staff, Training and Technical Assistance for Transition Services Grant, Great Lakes East Comprehensive Assistance Center, REL Midwest, MI3, State Implementation on Scaling-up of Evidence-based Practices (SISEP)
2009-2011 <i>Inserted 2/2/2009</i>	Convene Michigan Symposium on Model High Schools	Training and Technical Assistance for Transition Services

<sup>75</sup> National Center for Special Education Accountability Monitoring.

Timelines	Activities	Resources
		Grant, ICLE, Secondary Redesign and Transition Staff, MI-TOP Core Team, OSE-EIS staff
2008-2011 <i>Inserted 2/2/2009</i>	Implement standards-based individualized education programs (IEP) policies and procedures.	Standards-Based IEP Committee, OSE-EIS staff, ISD staff
2008-2011 <i>Inserted 2/2/2009</i>	Work with intradepartmental partners to create consistency in student planning processes.	Office of Career and Technical Education staff, Office of School Improvement staff, OSE-EIS staff
2008-2011 <i>Inserted 2/2/2009</i>	Implement a technical assistance tool that will facilitate districts' analysis of relationships between results and compliance measures..	Public Sector Consultants, CEPI
2009-2011 <i>Inserted 2/2/2009</i>	Fully implement and scale up MiBLSi at the secondary level.	MI3, SISEP, OSE-EIS staff, MiBLSi Staff



**FFY 2005-2010 State Performance Plan**

**Appendix E:**

**Table 6**

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

PAGE 1 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: MI - MICHIGAN

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	15847	120967
4	17072	121634
5	18030	124525
6	18187	128440
7	18467	133437
8	18288	134923
HIGH SCHOOL (SPECIFY GRADE:) 11	13520	122699

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	12504	4163	13	20
4	13440	5535	13	15
5	14117	6391	20	30
6	14209	6263	28	38
7	14205	5315	5	17
8	13908	5539	14	28
HIGH SCHOOL . 11	9684	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

PAGE 3 OF 18

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL . 11	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	3122	0	3122	1202	0
4	3479	0	3479	1411	0
5	3827	0	3827	1618	0
6	3585	0	3585	1427	0
7	4080	0	4080	1666	0
8	4079	0	4079	1821	0
HIGH SCHOOL 11	3040	0	3040	951	0

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>a</sup> (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL . 11	0	0	0

<sup>a</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

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OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	4	3	2	1						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	MEAP	433	3,273	5,426	3,339	0	0	0	0	0	12471
4	MEAP	1,852	3,766	5,664	2,130	0	0	0	0	0	13412
5	MEAP	2,553	5,262	4,586	1,666	0	0	0	0	0	14067
6	MEAP	4,922	5,329	2,838	1,054	0	0	0	0	0	14143
7	MEAP	5,539	5,795	2,079	770	0	0	0	0	0	14183
8	MEAP	6,220	4,482	2,427	737	0	0	0	0	0	13866
HIGH SCHOOL : 11	MEAP	7,918	864	832	70	0	0	0	0	0	9684

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

OMB NO. 1820-0659

FORM EXPIRES: 09/30/2007

STATE: MI - MICHIGAN

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>2</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: \_\_\_\_\_

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.



TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	1	2	3							9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	MI-Access FI	437	492	1375	0	0	0	0	0	0	2304
4	MI-Access FI	441	641	1526	0	0	0	0	0	0	2608
5	MI-Access FI	579	627	1781	0	0	0	0	0	0	2987
6	MI-Access FI	371	570	1800	0	0	0	0	0	0	2741
7	MI-Access FI	653	725	1760	0	0	0	0	0	0	3138
8	MI-Access FI	596	744	1824	0	0	0	0	0	0	3164
HIGH SCHOOL : 11	MI-Access FI	448	1157	485	0	0	0	0	0	0	2090

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.  
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) <sup>1</sup>	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	12471	0	2304	20	14795
4	13412	0	2608	15	16035
5	14067	0	2987	30	17084
6	14143	0	2741	38	16922
7	14183	0	3138	17	17338
8	13866	0	3164	28	17058
HIGH SCHOOL 11	9684	0	2090	0	11774

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		15847	120967
4		17072	121634
5		18030	124525
6		18187	128440
7		18467	133437
8		18288	134923
HIGH SCHOOL (SPECIFY GRADE:)	11	13520	122699

<sup>1</sup>At a date as close as possible to the testing date.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	12,159	2758	29	91
4	13,066	3782	28	92
5	13,780	4097	31	100
6	14,041	3950	35	156
7	14,122	3306	37	160
8	13,913	3424	23	164
HIGH SCHOOL . 11	9,308	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL . 11	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	3513	0	3513	0	1604
4	3895	0	3895	0	1678
5	4217	0	4217	0	1891
6	3790	0	3790	0	1592
7	4190	0	4190	0	1885
8	4098	0	4098	0	1998
HIGH SCHOOL 11	3035	0	3035	0	1017

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: MI - MICHIGAN

2005-2006

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL . 11	0	0	0

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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FORM EXPIRES: 09/30/2007

STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	4	3	2	1						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	MEAP	1,469	4,608	5,474	488	0	0	0	0	0	12039
4	MEAP	1,463	6,020	5,183	280	0	0	0	0	0	12946
5	MEAP	2,576	5,797	4,968	308	0	0	0	0	0	13649
6	MEAP	2,700	6,087	4,826	237	0	0	0	0	0	13850
7	MEAP	4,837	4,998	3,994	96	0	0	0	0	0	13925
8	MEAP	5,461	4,868	3,293	104	0	0	0	0	0	13726
HIGH SCHOOL : 11	MEAP	3,819	4,540	942	7	0	0	0	0	0	9308

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

2

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.



TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>2</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: LEVEL 1

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

TABLE 6

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	1	2	3							9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	MI-Access FI	363	458	1874	0	0	0	0	0	0	2695
4	MI-Access FI	598	589	1837	0	0	0	0	0	0	3024
5	MI-Access FI	616	482	2279	0	0	0	0	0	0	3377
6	MI-Access FI	364	379	2201	0	0	0	0	0	0	2944
7	MI-Access FI	377	409	2462	0	0	0	0	0	0	3248
8	MI-Access FI	288	522	2373	0	0	0	0	0	0	3183
HIGH SCHOOL : 11	MI-Access FI	170	589	1326	0	0	0	0	0	0	2085

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: 2

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.  
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: MI - MICHIGAN

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	12039	0	2695	1695	16429
4	12946	0	3024	1770	17740
5	13649	0	3377	1991	19017
6	13850	0	2944	1748	18542
7	13925	0	3248	2045	19218
8	13726	0	3183	2162	19071
HIGH SCHOOL . 11	9308	0	2085	1017	12410

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

Please explain the difference between column 11 and the number reported in column 1, Section A.

## REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: MI - MICHIGAN

Which assessment

Reasons for Exception

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525
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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

GO BACK

STATE: MI - MICHIGAN

Which assessment

Discrepancies

Discrepancies between computed totals in figures for enrollments for general and alternate assessments are due to the fact that enrollment count and testing dates are different. Enrollment data was submitted to the state on 9/28/05. The assessment window for grades 3-8 occurred from 10/3/05-11/4/05. Grade 11 was assessed from 3/20/06-4/14/06.
Pages 5 and 14: Michigan requires all students to participate in the appropriate state assessment (regular or alternate). Therefore, Michigan does not collect the reason why a student is not assessed. In addition, NCLB does not allow parent exemptions so Michigan has no plans to collect this information in the future. Michigan does allow applications for NCLB medical exemptions, but currently does not keep a record of them by grade level, but plans on doing so starting 2006-07.
Pages 6 and 15: Based on correspondence between the Office of Educational Assessment and Accountability (OEAA) and Westat Westat on 1/18/06: The red cells are due to the fact that Michigan counts students in columns 3B and 3C (page 2) as not assessed. This is approved by the USED in the June 2005 version of the <i>Michigan Consolidated State Application Accountability Workbook</i> .
Pages 8 and 17: The red columns have more students in them than the row totals because the USED June 2006 State Assessment System Review Decision Letter and subsequent USED feedback allow all of the MI-Access alternate assessments administered to count when calculating NCLB participation rates. But the scores from the the MI-Access Participation and Supported Independence assessments could not be used when calculating NCLB AYP.
Pages 9 and 18: The red columns are due to the fact that Michigan counts students in columns 3B and 3C (page 2) as "not assessed." This is approved by the USED in the June 2005 version of the <i>Michigan Consolidated State Application Accountability Workbook</i> .

**FFY 2005-2010 State Performance Plan**

**Appendix F:**

**FFY 2007 SPP Section for Indicator 4A**

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

1. See General Overview pages 1-7.
2. For this indicator, the stakeholder team reviewed the status of available data, the need for data verification and improvement in reporting by LEAs, as well as the strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005. In addition, an external review of the proposed methodology for determining significant discrepancy resulted in modifications to the methodology and the targets.

### Monitoring Priority: FAPE in the LRE<sup>76</sup> / Suspension/Expulsion

#### Indicator 4A:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

#### Overview of Issue/Description of System or Process:

School districts report disciplinary actions for students with IEPs through the state's computerized system operated by the Center for Educational Performance and Information (CEPI), at the Department of Management and Budget. This system is referred to as the Single Record Student Database (SRSD). Five fields are available in the SRSD for reporting out-of-school suspensions. School districts are expected to report on each student's record, the frequency of occurrence of each type of disciplinary action across the school year.

<sup>76</sup> Free Appropriate Public Education in the Least Restrictive Environment.

Although the race/ethnicity of students is part of the CEPI database, this information has not previously been compiled or analyzed relative to suspensions and expulsions. This is a new requirement.

#### Unilateral Removals and Suspensions:

The initiation of the collection of discipline data using the SRSD occurred during the 2003-2004 and the 2004-2005 school years. Overall, there was a 17.5% increase in the reporting of disciplinary actions from one year to the next. This increase was most likely attributable to greater participation and accuracy in reporting by LEAs.

An analysis was performed to determine how many districts reported suspensions of students with IEPs during the 2004-2005 school year. Among the 768 LEAs, 294 or 38.3% reported a suspension/expulsion incident or accumulation of suspensions/expulsions that exceeded 10 days for students with IEPs.

A majority (61.7%) of districts reported zero suspensions/expulsions (see Table 1 below). Verification procedures were completed for the 2004-2005 school year.

**Table 1: Number of Districts Reporting Suspensions/Expulsions of Students With IEPs 2004-2005**

	<b>Suspensions</b>	<b>Percent Reporting</b>
Districts Reporting Suspensions/Expulsions	294	38.3%
Districts Reporting Zero	474	61.7%
Total Districts	768	100%

Source: CEPI-SRSD

#### Baseline Data for FFY 2004 (2004-2005):

- A. 9.24% (n=71) of Michigan school districts were identified as showing a significant discrepancy in suspension/expulsion among students with IEPs.
- B. No baseline data currently exists for this sub-indicator.

#### Discussion of Baseline Data:

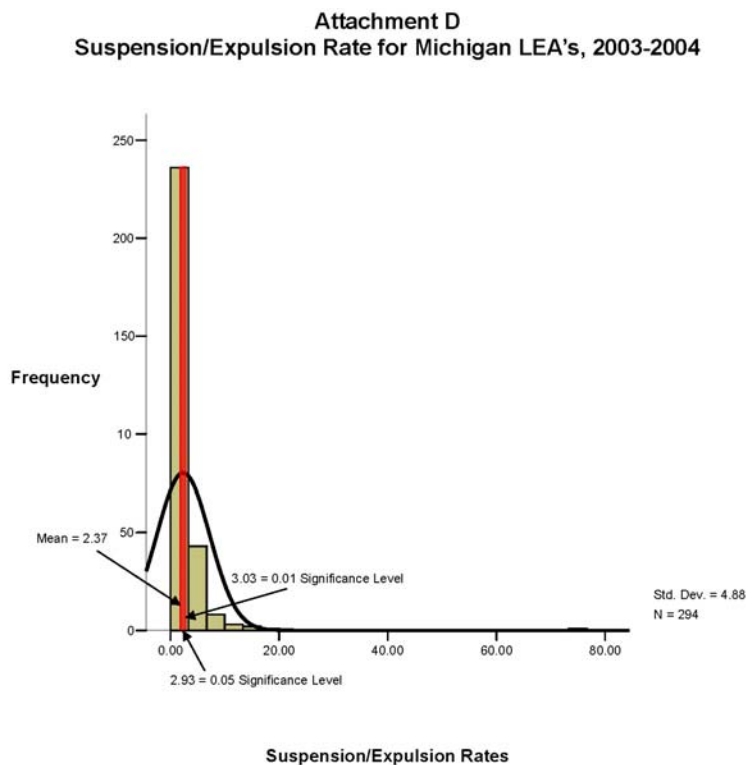
- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Using the methodology described below, the OSE-EIS determined a formula for significant discrepancy.



Suspensions or expulsions were summed by district. 294 LEAs reported suspensions and expulsion incidents. The rate of suspension/expulsion was computed by taking the number of suspension/expulsion incidents in the LEA and dividing that by the number of students with IEPs in the LEA. Once the average of the LEAs' incidents and the variance was established, a standard deviation was computed. Among LEAs that reported a suspension/expulsion incident, the suspension rate averaged 2.37%.

When the word significant is used in a statistical context, it usually refers to statistical significance. The OSE-EIS conducted a difference of means test to establish which LEAs are statistically significantly different from the mean. Using a 0.05 significance level, a t-test indicates that districts above 2.933 (71 LEAs or 9.24%) have suspensions that are statistically significantly above the mean (see Figure 1).

**Figure 1.** Mean, Median, Standard Deviation for Suspension/Expulsion Rates for Michigan LEAs, for 2003-2004



Source: Michigan Department of Education  
Office of Special Education and Early Intervention Services

Wayne State University/Center for Urban Studies

Source: CEPI-SRSD

Given the current data the OSE-EIS anticipates some LEAs may drop out of consideration. That can be determined through the Continuous Improvement and Monitoring System (CIMS) data verification process. It is further expected that highlighting the importance of these data will result in improved reporting of valid and reliable data in the next reporting period.

Beginning with the current data collection period, the OSE-EIS will require written assurances from every LEA as to the accuracy of the suspension/expulsion data it submits. In addition, the OSE-EIS verifies the data submitted by those LEAs with apparent significant discrepancy in their rates of suspension/expulsion incidents.

Once the verification of the data is established, the OSE-EIS implements a procedure for reviewing the LEAs' policies and procedures related to its suspension/expulsion practices. The OSE-EIS will require LEAs to enter into a Compliance Agreement to review and correct practices, with assistance from the OSE-EIS and the ISD in the development and implementation of the LEA's plans for improvement.

### **Requirements of the 2005 APR**

In the APR letter dated September 23, 2005, the OSEP indicated that the state was not complying with 34 CFR §300.146. The response requires the OSE-EIS to provide the following information and data:

- A plan including strategies, proposed evidence of change, targets and timelines designed to ensure correction of the noncompliance as soon as possible but not more than one year after the OSEP accepts the plan
- A progress report including data analysis demonstrating progress toward compliance no later than six months from the date of the letter
- A report to the OSEP with data and analysis demonstrating compliance as soon as possible, but not later than 30 days following the end of the one year timeline.

### **Response to the APR Requirements**

The following documents implementation of activities proposed in the FFY 2003 APR.

1. Implementation of a new CIMS: The OSE-EIS has full implementation of the CIMS process during the 2005-2006 school year (see Appendix B). The Service Provider Self Review (SPSR) component of CIMS addresses compliance and systemic issues through the measurement of Key Performance Indicators (KPIs), information gathering activities and student level corrective action planning. Issues/root causes related to suspension/expulsion may be defined upon review of the KPI on Positive Behavior Supports. LEAs along with the SEA use the definition and calculations for "significant discrepancy" to determine status.
2. Compare rates for children without disabilities within agencies: Data available to the OSE-EIS at this time will not allow a comparison to students without disabilities, as noted above. Therefore, the OSE-EIS has

analyzed data to determine whether significant discrepancies are occurring in the rate of suspension and expulsions of children with disabilities across districts and has determined that 71 districts may have significant discrepancies.

3. Review of policies, procedures and practices: The OSE-EIS developed a process for reviewing policies, procedures and practices in relation to several indicators (suspension/expulsion, disproportionality). The procedures are beginning implementation in accordance with the requirements of this plan.

### Measurable and Rigorous Targets:

The process for setting measurable and rigorous targets was applied uniformly across stakeholder teams. Each team reviewed and discussed a variety of data and determined rigor based on the consideration of factors related to the area. For Indicator 4 the stakeholder team reviewed the data listed below and identified the considerations listed as a basis for setting measurable and rigorous targets:

- State Special Education data, and
- Standard deviations related to SEA/LEA average used to determine significant discrepancy.

Considerations for setting targets included:

- Current status of data & data collection
- Review of national data did not suggest appropriate targets
- Need to verify data reported to the SEA
- Need to establish compliance makes this a high priority issue

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2006 (2006-2007)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be maintained at <10%.
2007 (2007-2008)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <9%.
2008 (2008-2009)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <8.5%.
2009 (2009-2010)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <8%.
2010 (2010-2011)	The percent of districts identified by the state as having a significant discrepancy in the rates of suspensions will be improved to <7.5%.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
January February 2006	Complete a review of LEAs that show significant discrepancy in the suspension/expulsion of students with IEPs.	OSE-EIS Grantees/ Statewide Initiatives
2005-2008	Districts required to complete a statement of assurance for data validity, ensuring 100% compliance with data submission per suspension and expulsion data.	OSE-EIS staff LEAs ISDs, CEPI
Jan. 2006 April, 2006	Develop and implement a process/rubric for reviewing policies, procedures and practices of LEAs that demonstrate significant discrepancy in suspension and expulsion.	OSE-EIS staff and Consultants CIMS staff Stakeholders Grantees
April - October 2006	Apply appropriate levels of intervention including compliance agreements and /or sanctions to those districts found out of compliance on this indicator.	CIMS staff Contractors Grantees
April, 2006	Submit a report of progress on the implementation of this plan to the OSEP.	OSE-EIS staff
Nov, 2006	Report the results of the implementation of this plan to the OSEP.	OSE-EIS staff
Target	All ISDs/LEAs determined to have significant discrepancy in the rate of suspension/expulsion will be identified and issues corrected by October, 2006	
Evidence of Change:	<p>The OSE-EIS will systematically review policies, procedures and practices of LEAs found out of compliance on select indicators.</p> <ul style="list-style-type: none"> <li>• Development and provision of guidance/best practice information to the field.</li> <li>• Documentation of revised policies, procedures and practices, where appropriate.</li> </ul> <p>The SEA data demonstrates identified districts to be in compliance by October, 2006.</p>	

Timelines	Activities	Resources
2006-2007	Utilize the Michigan IDEA Leadership Institute to provide statewide training for education administrators and others on the improvement of special education suspension and expulsion rates.	OSE-EIS staff Education Administrators
2006-2008	Work with Michigan's Compliance Information System (MI-CIS) data system referent group and LEA/ISD stakeholders to develop a discipline data collection process to be followed by all districts.	OSE-EIS staff MI-CIS Referent Group LEAs and ISDs
2006-2011	Continue the review of suspension/expulsion data and report progress toward meeting targets in the APR.	OSE-EIS staff Stakeholders
2007-2009 <i>Deleted 2/2/2009</i>	Develop a folder/module for the Mi-Map statewide school improvement toolkit to facilitate dissemination of information and technical assistance on special education suspension/expulsions to a broader audience including LEA school improvement teams.	OSE-EIS staff LEAs and ISDs
2008-2011	Incorporate training on disproportionality issues related to suspension/expulsion with training designed to address issues identified in Indicators 9 and 10.	OSE-EIS staff LEAs and ISDs
2006-2009	Provide information and technical assistance from the Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) project to districts that demonstrate a significant discrepancy in rate of suspension/expulsion.	OSE-EIS staff MiBLSi staff
2008-2011 <i>Inserted 2/2/2009</i>	Collaborate with MiBLSi personnel to continue to reduce the rate of suspensions/expulsions in the state.	MiBLSi staff, OSE-EIS staff, MI3 staff

**FFY 2005-2010 State Performance Plan**

**Appendix G:**

**FFY 2008 SPP Section for Indicator 4B**

## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

7. See General Overview pages 1-7.
8. For this indicator, the stakeholder team reviewed the status of available data and the continuing need for data verification and improvement in reporting by local education agencies (LEAs).
9. Strategies necessary to achieve compliance and respond to the Office of Special Education Programs (OSEP) Annual Performance Report (APR) letter of September 28, 2005 continue to be implemented and are updated in this report.
10. An external review and analysis of data for determining significant discrepancy resulted in modifications to the methodology and the determination of targets.

### Monitoring Priority: FAPE in the LRE<sup>77</sup> / Suspension/Expulsion

#### Indicator 4B:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Measurement:

- A. Percent =  $\left[ \left( \frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{\# of districts in the State}} \right) \times 100 \right]$
- B. Percent =  $\left[ \left( \frac{\text{\# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity}}{\text{\# of districts in the State}} \right) \times 100 \right]$

Include State's definition of "significant discrepancy."

<sup>77</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Definition of Significant Discrepancy:**

For the purpose of this indicator, the State defines "significant discrepancy" as a disproportionality risk ratio greater than 2.0. This ratio is computed for each LEA based on the number of suspensions/expulsions exceeding ten (10) days in a school year. It is determined by the rate of suspensions and expulsions among children with disabilities by race/ethnicity, divided by the rate of racial/ethnic representation in the district's special education population. This results in a disproportionality risk ratio for each racial/ethnic group in each LEA.

If the rates for suspension/expulsion for one race/ethnicity match rates for the other race/ethnicity groups within the district, the disproportionality risk ratio will equal 1.0. If any racial/ethnic group has a disproportionality risk ratio greater than or equal to 2.0, the district was identified as having a significant discrepancy.

**Overview of Issue/Description of System or Process:**

School districts report disciplinary actions for students with IEPs through the state's computerized system operated by the Center for Educational Performance and Information (CEPI). This system is referred to as the Single Record Student Database (SRSD). Race/ethnicity data are collected for all students. School districts are required to report on the frequency of occurrences of each type of disciplinary action three times during the school year. At this time, the suspension/expulsion field is a mandated reporting field only for students with IEPs. The OSE-EIS conducted verification of all data submissions that did not comply with instructions. Additional suspensions/expulsions were reported as a result of that verification process. During January, 2007, a referent group finalized changes to the database in order to enhance the detail regarding discipline procedures for the 2007-2008 school year.

**Baseline Data for FFY 2005 (2005-2006):**

The overall number of Michigan school districts identified as having a significant discrepancy by race/ethnicity in suspension/expulsion among students with IEPs = **7 (0.82%)**

<b>Race Ethnicity</b>	<b>Number of Districts</b>	<b>Percentage of Districts</b>
Black	6	0.72%
American Indian	1	0.12%
Asian	0	0%
Hispanic	0	0%
White	0	0%

Source of Data: CEPI-SRSD



**Discussion of Baseline Data:**

The baseline was determined by the number of LEAs identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities by race/ethnicity, divided by the number of districts in the State times 100. This resulted in a disproportionality risk ratio.

An analysis of suspension/expulsions was performed only for students with IEPs, because that is the only data available in the state of Michigan. A risk ratio was computed if a district reported five or more suspensions/expulsions within an ethnic group. This adjustment takes into consideration the effect of small numbers on computing risk ratios.

First, the suspension/expulsion rate was computed for each ethnic group for each LEA. Second, the suspension/expulsion rate of each ethnic group within the district's special education population was calculated. Finally, the suspension/expulsion rate by ethnicity was divided by the corresponding district special education rate for ethnicity. This provided a suspension/expulsion disproportionality risk ratio for each racial/ethnic group for each LEA.

The results of the districts' analyses are combined to get an overall statewide identification of districts discrepant for suspensions/expulsions by race/ethnicity. In Michigan, this resulted in the identification of seven (7) out of the 834 districts or 0.82% of Michigan districts discrepant for suspensions/expulsions of greater than 10 days.

**Measurable and Rigorous Targets:**

Considerations for setting targets included:

- Review of state and national data
- Review of suspension/expulsion rates furthest from the mean and data trends
- Consideration of recently approved State board of Education Positive Behavior Support Policy
- Need to establish benchmarks to address common themes among specific ethnic groups
- Review of public input

Disaggregation of suspension/expulsion data indicates that six (6) of seven (7) districts have a significant discrepancy of suspensions/expulsions among African American students. The high risk observed for this ethnic group is consistent with the results of data analyzed for Indicator 10 – disproportionate representation in special education by ethnicity and eligibility determination. Analysis of data across indicators shows what appears to be a consistent theme occurring for Indicators 4B, 9, 10.

Upon review of suspension/expulsion data to make recommendations regarding potential targets for Indicator 4B, SEAC urged the OSE-EIS to concentrate efforts on reducing significant discrepancy in suspension/expulsion among African American and American Indian students. Consistent with this recommendation and the intent of 300.646 – disproportionality, the OSE-EIS will implement a comprehensive effort to address these issues and will coordinate efforts across indicators to ensure that the significant discrepancies among African American students in suspension/expulsion and disproportionality will be addressed. The OSE-EIS has set targets, as outlined in the table below and will establish the following benchmarks for the reduction of significant discrepancy in suspension/expulsion for ethnic groups based upon current data. The OSE-EIS recognizes that current data reflects specific ethnic groups and will modify targets and benchmarks to address needs as they emerge.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year from 0.82% to 0.70% <u>Benchmark:</u> Six (6) or fewer LEAs with significant discrepancy for African American or American Indian students
2007 (2007-2008)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.59% <u>Benchmark:</u> Five (5) or fewer LEAs with significant discrepancy for African American or American Indian students
2008 (2008-2009)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.48% <u>Benchmark:</u> Three (3) or fewer LEAs with significant discrepancy for African American or American Indian students
2009 (2009-2010)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.35% <u>Benchmark:</u> Three (3) or fewer LEAs with significant discrepancy for African American or American Indian students
2010 (2010-2011)	Reduce the percent of districts identified as having significant discrepancy in rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year to 0.23% <u>Benchmark:</u> Two (2) or fewer LEAs with significant discrepancy for African American or American Indian students

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2006-2008	Work with CEPI representatives, the MI-CIS data system referent group, and stakeholders, including the Michigan Association of Secondary School Principals (MASSP), to finalize a discipline data collection process for all districts.	MDE, OSE-EIS MI-CIS CEPI Stakeholders MASSP
2006-2009	Review the array of related data (SPP Indicators 1, 2, 9, 10, 13, and 14) to explore the potential interrelationships among identification, discipline issues, and student performance.	OSE-EIS Stakeholder referent group LEAs
2006-2011	<p>Complete a coordinated Self Review rubric for districts identified as significantly discrepant on suspension/expulsion rates by race/ethnicity. This focuses on policies, procedures and practices that lead to a suspension/ expulsion rate that is significantly discrepant from the state average in any racial/ethnic group.</p> <p>Identified districts will target problem areas and will develop plans of improvement.</p> <p>Identified districts that continue to have significantly discrepant data will enter into a compliance agreement which will require them to participate in the review with direct oversight by the OSE-EIS. The OSE-EIS, with the assistance of ISDs, will provide technical assistance and track district data to assure improvement. Those districts whose rates continue to be significantly discrepant will be subject to sanctions.</p>	MDE OSE-EIS Identified LEAs ISDs
2006-2011	Notify districts, who have not submitted their suspension/expulsion data in a timely manner for two consecutive school years, that they are out of compliance and subject to sanctions.	State Superintendent OSE-EIS admin
2006-2008	<p>Conduct personnel development for building principals and special education administrators regarding</p> <ul style="list-style-type: none"> <li>• Their role in data collection and analysis</li> <li>• Alternative strategies to the use of suspension/expulsions.</li> </ul>	MDE, OSE-EIS  Administrators

Timelines	Activities	Resources
2007-2009	Develop a toolkit on special education suspension/expulsions, including disproportionality by race/ethnicity for LEA school improvement teams. Link this with Michigan Map (MI-Map), a statewide school improvement toolkit which helps schools assess their performance and develop activities for improvement.	MDE, OSE-EIS ISDs LEAs
2006-2011	Incorporate suspension/expulsion issues with personnel development designed to address disproportionality issues identified in Indicators 9 and 10. ISDs, working with the MASSP, will identify specific areas of need and assist the OSE-EIS in providing these opportunities to administrators.	MDE, OSE-EIS ISDs administrators
2006-2007 <i>Deleted 2/1/2008</i>	Implement plan to collect data on new sub Indicator 4B. Analyze data and set targets for 2007 APR. (4B inactive)	
2006-2009 <i>Deleted 2/1/2008</i>	The OSE-EIS will continue to disseminate materials on disproportionate representation from the National Center for Culturally Educational Systems (NCCRESt) as part of Michigan's disproportionality focus.  (This activity was relocated to Indicators 9 and 10).	

**FFY 2005-2010 State Performance Plan**

**Appendix H:**

**Business Rules**

**Procedures for Data Analysis Regarding Discipline**

**Indicator 4B**

**Michigan Department of Education  
Office of Special Education and Early Intervention Services  
Performance Reporting Unit  
Business Rules  
Procedures for Data Analysis regarding: Discipline--Indicator 4B**

Prepared By: Julie Trevino	Date Submitted: 2/09/10
<p>*Note: Every reference to "students" means "students with IEPs"</p> <p>** "Long-term suspensions/expulsions" means that the total duration of a student's out-of-school suspensions PLUS expulsion(s) is greater than 10 days.</p> <p>Purpose: Identification of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of out-of-school suspensions and expulsions of greater than 10 days in a school for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards</p>	
Data Source: Operating district discipline data from the Single Record Student Database (SRSD) including discipline data verification, Michigan School for the Deaf student data and students with IEPs child count data from the MI-CIS collection.	<p>Dates for Data:</p> <p>2008-2009 school year (Fall, Spring and EOY) and December 1, 2008.</p>
<p>Key Variables:</p> <ul style="list-style-type: none"> <li>• Students with IEPs</li> <li>• Students* with out-of-school suspensions/expulsions &gt; 10 days in one school year</li> <li>• Race/Ethnicity: White, Black, Hispanic, Asian, American Indian with proportional redistribution among those with two or more primary races (See Page 3)</li> </ul> <p>Ages: Ages 3-21</p>	
<p>Filters applied by OSE-EIS: (students* placed by another state agency in correctional facilities)</p>	
<p>A. Prior to calculations, verification of some districts' submitted data will be completed by OSE-EIS:</p> <ul style="list-style-type: none"> <li>• Use <u>assurance statements</u> to verify when a district submits "0" instances of suspensions/expulsions for students with IEPs.</li> <li>• Use <u>Excel file</u> exchanges through secure site to verify when a district submits incidences of suspensions/expulsions that are less than 1% of total SE enrollment.</li> <li>• WSU will submit a list of LEAs that are in MI-CIS, but not in the discipline dataset. OSE-EIS will verify that this matches their findings from above.</li> </ul>	

B. A ratio (WRR, ARR, or RR) is calculated for each racial/ethnic group within a district. For the purpose of this indicator, “significant discrepancy” is defined as a ratio greater than 2.0. This applies to out-of-school suspensions/expulsions greater than 10 days.

1. After state-wide calculation of significant discrepancy, districts with fewer than 5 students\* with long-term suspensions/expulsions are exempt from district level significant discrepancy calculations.<sup>78</sup>
  2. Racial/ethnic groups with fewer than 3 students\* with long-term suspensions/expulsions\*\* are exempt from significant discrepancy calculations.
  3. Use the Weighted Risk Ratio<sup>79</sup> (WRR) for the district’s significant discrepancy calculations as default except in the following instances:
    - If there are fewer than two (2) Black students\* with long-term suspensions/expulsions\*\* OR fewer than two (2) White students\* with long-term suspensions/expulsions, then the Risk Ratio<sup>80</sup> (RR) will be applied for the district’s significant discrepancy calculation.
    - For each racial/ethnic group, if there are fewer than 10 students\* with long-term suspensions/expulsions\*\* in the comparison group (i.e. all other racial/ethnic groups) then the Alternative Risk Ratio<sup>81</sup> (ARR) will be applied for that racial/ethnic group’s significant discrepancy calculation.
    - When the number of WHITE or BLACK students\* in a given district is fewer than three, AND if the WRR value is greater than or equal to 2.0 with the RR value less than or equal to 1.0 (so that the difference between the two measures is greater than or equal to 1.0), MDE will forego use of the WRR in favor of the RR for the district’s significant discrepancy calculation.
- C. Districts with a ratio greater than 2.0 for any racial/ethnic group are identified for focused monitoring. The districts’ policies, procedures and practices are reviewed as to whether they contributed to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards.

<sup>78</sup> All students in all districts will be included in overall state calculations for the purposes of calculating composition and other variables.

<sup>79</sup> The Weighted Risk Ratio (WRR) weights each of the district’s racial/ethnic group long-term suspension/expulsion\*\* rates by the proportion of statewide enrollment that is composed of that racial/ethnic group (i.e. state composition). It then compares the weighted district long-term suspension/expulsion\*\* rate for the racial/ethnic group of interest to the sum of the weighted district long-term suspension/expulsion\*\* rates across all other racial/ethnic groups.

<sup>80</sup> The Risk Ratio (RR) compares the district’s long-term suspension/expulsion\*\* rate for the racial/ethnic group of interest to the district’s long-term suspension/expulsion\*\* rate for the comparison group (i.e. all other racial/ethnic groups).

<sup>81</sup> The Alternative Risk Ratio (ARR) compares the district’s long-term suspension/expulsion\*\* rate for the racial/ethnic group of interest to the state’s long-term suspension/expulsion\*\* rate across all other racial/ethnic groups.

## Proportional Allocation of Multiracial/Ethnic Students

### Designating Race/Ethnicity for Students

In the SRSD<sup>82</sup>, a district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity reported: American Indian, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported. A **number one (1)** aligned with a racial/ethnic group indicates that the family has designated it as a primary race.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group. For federal special education reporting purposes, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the category Asian.

### Designating Race/Ethnicity for Students Indicating Multiple Priorities

In the case of multiple **number ones (1)**, the student is indicating more than one primary racial/ethnic group. When this occurs, the student is categorized as **multiracial/ethnic**.

Michigan will implement the new multi-racial federal reporting requirements in 2010-2011. In the meanwhile, the multiracial/ethnic students must be classified into one racial/ethnic group. As OSEP<sup>83</sup> recommends, multiracial students are distributed proportionately into the other race/ethnicity categories.

### Proportional Allocation of Multiracial/ethnic Students

The following is a step-by-step process for this proportional allocation:

1.	Total the number of students reported as a single primary race. e.g. 2705 White + 88 Black + 25 Asian + 11 American Indian + 68 Hispanic = Total single primary race = 2897 Reported Multiracial = 29
2.	For each race/ethnic category, calculate the single race proportion by dividing the single primary race total by the single race count. e.g. White % = $2705/2897 = 0.9337$
3.	Multiply the multiracial total by the calculated proportions of each of the racial/ethnic categories. e.g. To determine the white proportion of the multiracial: $29 \times 0.9337 = 27.078$
4.	Distribute multiracial students proportionately by adding the proportional share of multiracial students to the each single race/ethnic group. e.g. 2705 single race white + 27 proportional share of multiracial re-designated to white = 2732

<sup>82</sup> Single Record Student Database (SRSD) is the statewide data system for all schools/students.

<sup>83</sup> U.S. Department of Education, Office of Special Education Programs (OSEP)



**FFY 2005-2010 State Performance Plan**

**Appendix I:**

**Business Rules for Calculation of Local Education Agency  
(LEA) Disproportionate Representation in Special  
Education and Related Services  
for All Disabilities and for Specific Categories  
of Disabilities by Race/Ethnicity**

**March 2010 Revision**

(Previous version of the Business Rules for  
Disproportionate Representation is available upon request)

**Office of Special Education and Early Intervention Services  
Michigan Department of Education (MDE)**

**Procedures for Calculation of LEA Disproportionate Representation  
in Special Education & Related Services  
for All Disabilities and for Specific Categories of Disabilities  
by Race/Ethnicity**

**March 2010 Revision**

1. Disproportionate representation calculations use data from the fall 2008 Single Record Student Database (SRSD)<sup>84</sup>, fall 2009 Michigan Student Data System (MSDS)<sup>85</sup> and the December 1, 2008 & December 1, 2009 Michigan Compliance Information System (MI-CIS).<sup>86</sup> Only students with Individualized Education Programs (IEPs), ages 6 through 21, per the *Individuals with Disabilities Education Act* (IDEA) Part B definition, are counted.<sup>87</sup> The racial/ethnic subgroups of students are drawn from the data in SRSD/MSDS, and the disability category is based on the information in MI-CIS.
2. Calculations are only performed for districts with 30 or more students with IEPs.
3. Calculations are only performed for a given racial/ethnic subgroup (American Indian, Asian, Black, Hispanic, or White) within a district if the total enrollment in the operating district (including special education) for all other racial/ethnic subgroups (total enrollment comparison group) is more than 100.
4. Calculations are only performed for racial/ethnic subgroups with 10 or more students in a given disability category (autism spectrum disorder, cognitive impairment, emotional impairment, other health impairment, specific learning disability and speech and language impairment).
5. A Weighted Risk Ratio (WRR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when the district's student population is similar to the state racial/ethnic distribution and there are at least 10 students with IEPs in all other racial/ethnic subgroups (disability comparison group).
  - For Indicator 9, the comparison group is all students with IEPs of any other racial/ethnic subgroup.
  - For Indicator 10, the comparison group is all students in the specific disability category among the other racial/ethnic subgroups.

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<sup>84</sup> Single Record Student Database (SRSD) is the statewide data system for all schools/students.

<sup>85</sup> Michigan Student Data System (MSDS) is the new statewide data system for all schools/students.

<sup>86</sup> The Michigan Compliance Information System (MI-CIS) is the statewide special education data system.

<sup>87</sup> Students who are home-schooled, who attend private schools, or who have been placed in facilities for adjudicated youth are excluded.

See the following URL page 16 to 18 for additional resource information:

<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

6. A Risk Ratio (RR) is used instead of the WRR to determine disproportionate representation when the racial/ethnic distribution of the district's student population varies significantly from the state racial/ethnic distribution. The RR compares identification rates by race/ethnicity against the district's total student population. Specifically:
  - For Indicator 9, if the number of white or black students with IEPs in a given district is equal to zero, the MDE will forego use of the WRR in favor of the RR in that district. This also applies to Indicator 10, where the number of white or black students with a specific disability in a given district is equal to zero.
  - For Indicator 9, when the number of white or black students with IEPs in a given district is fewer than three, if the WRR value is greater than or equal to 2.5 and the RR value is less than or equal to 1.5 (so that the difference between the two measures is greater than or equal to one), MDE will forego use of the WRR in favor of the RR in that district. This also applies to Indicator 10, where the number of white or black students with a specific disability in a given district is fewer than three.

See the following URL page 8 to 12 for additional resource information:

<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

7. An Alternate Risk Ratio (ARR) is used to determine disproportionate representation for a particular racial/ethnic subgroup when there are fewer than 10 students with IEPs in all other racial/ethnic subgroups (disability comparison group). Note: It is not appropriate to forego use of the ARR in favor of the RR unless there are zero Black or White students in a given district.
  - For Indicator 9, the comparison group is all students with IEPs of any other racial/ethnic subgroup.
  - For Indicator 10, the comparison group is all students in the specific disability category among the other racial/ethnic subgroups.

See the following URL page 21 to 22 for additional resource information:

<https://www.ideadata.org/docs/Disproportionality%20Technical%20Assistance%20Guide.pdf>

8. Two sets of the three ratios (WRR, ARR and/or RR) are calculated, using the operating district and resident district data, for each racial/ethnic group across all disabilities and for each racial/ethnic group within each of the six designated disability categories.
  - If there is an operating district ratio but no resident district ratio (due to a small number of resident students), the operating district ratio is used to determine disproportionate representation.
  - If there is no operating district ratio, but there is a resident district ratio, the district is not considered for disproportionate representation.
  - Public School Academies (PSAs)<sup>88</sup> have only one set of ratios as they are only operating districts.
  - Students participating in ISD center programs are reflected in resident district counts.
9. The lower of the district's operating district ratio or resident district ratio is used to determine over-representation. Districts are considered to have over-representation when the appropriate ratio (WRR, ARR or RR) is greater than 2.5 for two consecutive years for any racial/ethnic group across all disabilities or for any racial/ethnic group within a single disability category.
10. The higher of the district's operating district ratio or resident district ratio is used to determine under-representation. Districts are considered to have under-representation when the appropriate ratio (WRR, ARR or RR) is less than 0.4 for two consecutive years for any racial/ethnic group across disabilities or for any racial/ethnic group within a disability category.
11. Districts identified as having disproportionate representation per the above business rules will have an opportunity to verify their data. Upon completion of the verification process, the results will be reviewed in conjunction with data from multiple sources to determine appropriate focused monitoring activities.

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<sup>88</sup> Charter schools in Michigan are referred to as Public School Academies.

## Proportional Allocation of Multiracial/Ethnic Students

## Designating Race/Ethnicity for Students

In the SRSD<sup>89</sup> and MSDS<sup>90</sup>, a district reports the race/ethnicity for each student. There are six (6) categories of race/ethnicity reported: American Indian, Asian, Black, Native Hawaiian/Other Pacific Islander, White and Hispanic. This gives six (6) possible racial/ethnic groups to be reported. A number 1 aligned with a racial/ethnic group indicates that the family has designated it as a primary race.

When a student indicates a single race/ethnicity, the designation for race/ethnicity is clear. The student is then counted in that group. For federal special education reporting purposes, students who are classified in Michigan as Native Hawaiian/Other Pacific Islander are placed in the category Asian.

### Designating Race/Ethnicity for Students Indicating Multiple Priorities

In the case of multiple number 1s, the student is indicating more than one primary racial/ethnic group. When this occurs, the student is categorized as multiracial/ethnic.

Michigan will implement the new multiracial/ethnic federal reporting requirements in 2010-2011. In the meanwhile, the multiracial/ethnic students must be classified into one racial/ethnic group. OSEP<sup>91</sup> recommends distributing multiracial/ethnic students proportionately into the other race/ethnicity categories.

### Proportional Allocation of Multiracial/Ethnic Students

The following is a step-by-step process for this proportional allocation:

1.	Total the number of students reported as a single primary race. e.g., 2705 White + 88 Black + 25 Asian + 11 American Indian + 68 Hispanic = Total single primary race = 2897                      Reported Multiracial = 29
2.	For each race/ethnic category, calculate the single race proportion by dividing the single primary race total by the single race count. e.g., White % = $2705 / 2897 = 0.9337$
3.	Multiply the multiracial total by the calculated proportions of each of the racial/ethnic categories. e.g., To determine the white proportion of the multiracial: $29 * 0.9337 = 27.078$
4.	Distribute multiracial/ethnic students proportionately by adding the proportional share of multiracial/ethnic students to the each single race/ethnic group.

<sup>89</sup> Single Record Student Database (SRSD) is the statewide data system for all schools/students.

<sup>90</sup> Michigan Student Data System (MSDS) is the new statewide data system for all schools/students.

<sup>91</sup> U.S. Department of Education, Office of Special Education Programs (OSEP).

**FFY 2005-2010 State Performance Plan**

**Appendix J:**

**Methodology for Determining  
Disproportionate Representation**

### Methodology for Determining Disproportionate Representation

Using a formula to calculate a risk ratio allows the SEA to determine the extent that each racial/ethnic group contributes to the risk for the comparison group, in proportion to its size, relative to the entire comparison group. One limitation of calculating a risk ratio is that a racial/ethnic group may have the same risk in two districts, but substantially different risk ratios because of variability in the district-level racial/ethnic demographic distributions.

The weighted risk ratio addresses this limitation by adjusting for district variability in the racial/ethnic composition of the comparison group. The weighted risk ratio thus allows comparison of risk ratios across districts and enables states to rank districts when deciding how to target technical assistance.

The weighted risk ratio uses the district-level risk for the racial/ethnic group for the numerator and a weighted risk for all other students for the denominator. The weighted risk for all other students uses the district-level risks for each racial/ethnic group in the comparison group, weighted according to the racial/ethnic composition of the state.

Weighted risk ratios were compared for both resident and operating district data, with the lower of the two scores selected for intervention ranking. Charter schools were ranked only on operating district data, since they report only operating district data.

All calculations followed the Westat, Inc./OSEP guidelines located in the *METHODS FOR ASSESSING RACIAL/ETHNIC DISPROPORTIONALITY IN SPECIAL EDUCATION: A TECHNICAL ASSISTANCE GUIDE*. As an example, the specific formulas used in the analysis for Black students within All disabilities are:

- Risk = (Black students with Disabilities / All Black students) \* 100
- Weighted risk ratio = [(1 – State Black composition) \* District Black risk for All Disabilities] / [(State American Indian/Alaska Native composition \* District American Indian/Alaska Native risk for All Disabilities) + (State Asian/Pacific Islander composition \* District Asian/Pacific Islander Cognitive Impairment risk for All Disabilities) + (State Hispanic composition \* District Hispanic risk for All Disabilities) + (State White composition \* District White risk for All Disabilities)]

***Alternate risk ratio = District-level risk for Black All Disabilities / State-level risk for comparison group risk for All Disabilities***

**FFY 2005-2010 State Performance Plan**

**Appendix K:**

**FFY 2008 SPP Section for Indicator 13**



## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

5. See General Overview pages 1-7.
6. For this indicator, the stakeholder team reviewed data from previous data collection efforts, and the data resulting from 2005 sampling efforts including comparisons of in-state regional clusters and LEA peer group comparisons. Activities that focus on efforts to achieve and maintain compliance on this indicator have been emphasized.

### Monitoring Priority: General Supervision / Secondary Transition

**Indicator 13:** Percent of youth aged 16 and above with an (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $\left[ \frac{\text{(\# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals)}}{\text{(\# of youth with an IEP age 16 and above)}} \right] \times 100$ .

### Overview of Issue/Description of System or Process:

In 2003 Michigan began a comprehensive statewide initiative around the IDEA 1997 secondary transition requirements. This initiative, Michigan's Transition Outcomes Project (MI-TOP), addressed the proximity to which transition requirements were being met with consistency and quality. MI-TOP has yielded two statistically relevant data sets (baseline and follow-up) based on a comprehensive review of 10,000 student IEPs using the Transition Requirements IEP Checklist. The sampling methodology (available upon request) was approved by OSEP via conference call. The plan uses a stratified random sample of the state of Michigan and assures a representative sample within each Intermediate School District (ISD) of all students with IEPs ages 14-21. These data can be disaggregated by race/ethnicity, age, gender, disability and geographically by region and ISD. The ISD transition coordinators, with the Local Education Agency (LEA) counterparts, have been trained to collect and analyze these data, complete data report-out sessions, and develop and implement improvement plans.

The Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) has collected the necessary data elements for Indicator 13 through a process of IEP reviews using a similar sampling methodology as previously used in MI-TOP. Like MI-TOP, a random sample of IEPs

was generated for review using the December 2005 student count; unlike MI-TOP, for SPP 13 the random sample was drawn at an LEA, not ISD, level. The following criteria were used to develop the stratified random sample:

- For LEAs with 75 or fewer students, 25% of the IEPs were randomly selected.
- For LEAs with 76-3,000 students, 25 students were randomly selected.
- For LEAs with more than 3,000 students, 5% of the IEPs were randomly selected.

A questionnaire with five questions was distributed to LEAs for each identified student to determine if the IEP was coordinated, measurable and annual. In order for an IEP to be compliant with Indicator 13, a “yes” response was required for each of the five questions listed below.

1. Does the IEP identify the student’s postsecondary vision(s)?
2. Does the IEP identify the student’s strengths, preferences, interests, needs, academic achievement and functional performance?
3. Will the annual IEP goals and transition services reasonably enable the student to meet the postsecondary vision?
4. Are the IEP goals measurable?
5. Was the IEP convened within an annual time frame?

#### **Baseline Data for FFY 2005 (2005-2006):**

The sampling plan resulted in 7,831 students with IEPs for review. From this sample, 7,738 valid responses were received. A total of 93 incomplete response forms were eliminated from the final valid data. Reasons included the following:

- |                             |                            |
|-----------------------------|----------------------------|
| • moved                     | • deceased,                |
| • exited the program,       | • wrong birth date,        |
| • not eligible,             | • left the system,         |
| • no longer a student,      | • student decertified, and |
| • not in special education, | • 504 student.             |
| • not in the district,      |                            |

Results from the 7,738 valid responses are reported in Table 1 below. The table includes the number of IEPs reviewed (N), questions upon which the compliance rate was evaluated, the percent of IEPs that received a “yes” response for each individual question and, the overall compliance rate. Compliance for each question is represented as the percentage of “yes” responses among the total number of IEPs reviewed. Overall compliance is the percentage of IEPs in which there were “yes” responses to all five questions compared to the total number of IEPs reviewed.

**Table 1: 2006 Statewide Compliance Checklist for Secondary Transition**

Total number of records = 8,114.

Question	% Yes
<b>Coordinated</b>	
1(a). Does the IEP identify the student's postsecondary vision/s?	83%
1(b). Does the IEP identify the student's strengths, preferences, interests, needs, academic achievement, and functional performance?	52%
1(c). Will the annual IEP goals and transition services reasonably enable the student to meet the postsecondary vision?	44%
<b>Measurable</b>	
2. Are the IEP goals measurable?	76%
<b>Annual</b>	
3. Was the IEP convened within an annual time frame?	75%

OVERALL COMPLIANCE: 36%

**Discussion of Baseline Data:**

**Michigan's baseline performance for Indicator 13 is 36%.** The checklists included specific instructions indicating that to obtain a "yes" on question 1c, there must first be a "yes" response to questions 1a *and* 1b. Data for question 1c was recoded to insure that this protocol was followed; if a "no" was entered for either 1a or 1b, then 1c was coded as "no". Any blanks or missing data for individual questions were also coded as "no".

Overall compliance is the percentage of IEPs in which there were "yes" responses to all five questions compared to the total number of IEPs reviewed. As shown in Table 2, 2006 overall statewide compliance was 36%.

**Table 2: 2006 Statewide Overall Compliance**

Total number of records (N) = 7,738.

Overall Compliance	%
Yes To All 5 Questions	36%
Yes To 4 Questions	11%
Yes To 3 Questions	22%
Yes To 2 Questions	18%
Yes To 1 Question	7%
Yes To None Of The 5 Questions	7%

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2006 (2006-2007)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2007 (2007-2008)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2008 (2008-2009)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2009 (2009-2010)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2010 (2010-2011)	100% of the IEPs, for youth, aged 16 and above, will include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2006-2007	Analyze 2005 results and evaluate possible comparison to data results from both 2002 and 2004 Transition Requirements checklist reviews. Draw a statewide sample of eligible students. Collect, analyze and disseminate Indicator 13 data. Plan and implement data retreats Submit improvement plans required through the Transition Resources and Transition Coordinator grant process. Convene periodic meetings for Transition Coordinators and related stakeholders to facilitate review of data collection results. Analyze data and identify districts determined to be out of compliance on this indicator. Target	Data Experts  National Secondary Transition Technical Assistance Center  Core Planning Team  OSE-EIS staff  ISD/LEA Transition Coordinators  Michigan Transition Services Association  ISD/LEA Directors

Timelines	Activities	Resources
	<p>districts for technical assistance or corrective action as appropriate.</p> <p>Work with statewide transition professional associations to identify/develop quality practices and facilitate their embedding into practice.</p>	
2007-2008	<p>Draw a statewide sample of eligible students</p> <p>Collect, analyze and disseminate Indicator 13 data.</p> <p>Submit improvement plans required through the Transition Resources and Transition Coordinator grant process.</p> <p>Meet periodically with Transition Coordinators and related stakeholders to facilitate review of data collection results.</p> <p>Convene data retreats</p> <p>Analyze data and identify districts determined to be out of compliance on this indicator. Target districts for technical assistance or corrective action as appropriate.</p>	<p>Data Experts</p> <p>ISD/LEA Transition Coordinators</p> <p>Core Planning Team</p> <p>OSE-EIS staff</p> <p>ISD/LEA Directors</p>
2008-2011 <i>Revised</i> 2/2/2009	<p>Data-informed Systems Improvement Planning – Use indicator data to identify technical assistance and personnel development needs for the purpose of improving systems performance and student outcomes.</p>	<p>Data Experts</p> <p>ISD/LEA Transition Coordinators</p> <p>Core Planning Team</p> <p>OSE-EIS staff</p> <p>ISD/LEA Directors</p>
2007-2008 <i>Inserted</i> 2/1/08	<p>Improve the data collection, analysis, dissemination and improvement planning process. Beginning with the 2007-2008 school year (FFY 2007) Michigan will use the September student count conducted by the Center for Educational Performance and Information to draw its Indicator 13 sample from. This will allow the MDE OSE-EIS to disseminate the list of IEPs to be reviewed to ISD personnel by the end of February 2008 as opposed to late spring as has been the case in previous years. This will allow ISD and LEA level transition personnel to</p>	<p>Data Consultants</p> <p>SD/LEA Transition Coordinators</p> <p>Core Planning Team</p> <p>OSE-EIS staff</p> <p>ISD/LEA Directors</p>

Timelines	Activities	Resources
	implement improvement strategies during the school year in which they receive the indicator results.	
2007-2008 <i>Inserted 2/1/08</i>	Design and implement a district-level model for building capacity in training, practices and methodologies for improving statewide performance on State Performance Plan (SPP) Indicator 13 to realize postsecondary outcomes as measured by SPP 14.	ISD/LEA Transition Coordinators  Core Planning Team  OSE-EIS staff  ISD/LEA Directors
2007-2011 <i>Inserted 2/1/08</i>	Beginning with FFY 2007, the MDE OSE-EIS will coordinate with its contractors and the CEPI to conduct a data pull linking Indicators 1, 2, 13, 14.	Data Consultants  ISD/LEA Transition Coordinators  Core Planning Team  OSE-EIS staff  ISD/LEA Directors
2007-2011 <i>Inserted 2/1/08</i>	Develop and implement a more integrated set of general supervision activities across <ul style="list-style-type: none"> <li>• The general supervision indicators</li> <li>• Michigan's Integrated Improvement Initiatives (MI3)</li> <li>• Michigan's emerging work with the NCSEAM General Supervision Framework</li> </ul>	ISD/LEA Transition Coordinators  Core Planning Team  OSE-EIS staff  ISD/LEA Directors  MI3 Project Directors
2008-2011 <i>Inserted 2/2/2009</i>	Districts which fail to correct instances of noncompliance within one year will be required to revise their corrective action plans to achieve compliance. The districts will receive increased OSE-EIS on-site technical assistance including close supervision of the implementation of the revised corrective action plan.	OSE-EIS staff, ISD staff
2008-2011 <i>Inserted 2/2/2009</i>	Consultative Capacity Building – Develop and implement technical assistance/personnel development targeted at improving the provision of transition services for students with disabilities.	MI-TOP staff, Michigan Virtual University/LearnPort, MI3, OSE-EIS staff, Data Partners,

Timelines	Activities	Resources
		Transition Core Team, Technical Assistance for Transition Grant
2008-2011 <i>Inserted 2/2/2009</i>	Work with interagency partners to establish statewide consistency in access to and delivery of interagency services.	MI-TOP staff, OSE-EIS staff, Michigan Rehabilitation Services staff, Michigan Department of Community Health staff, Transition Core Team, Technical Assistance for Transition Grant

**FFY 2005-2010 State Performance Plan**

**Appendix L:**

**Compliance Checklist for Secondary Transition**

**Indicator 13**



### Compliance Checklist for Secondary Transition – SPP #13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.(20 U.S.C. 1416(a)(3)(B))

**To achieve compliance on this indicator an IEP Review must be able to answer "yes" to all questions.**

Defined IEP elements for SPP-13: compliance:		Evidence for regulatory	
Description of evidence for compliance/performance: student's IEP?		Is there documentation in the	
1. The student was invited to the IEP Team meeting.		YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. The student's post-secondary vision (postsecondary goals) is identified, including: <i>A YES must include evidence of each of the following:</i>		YES	NO
a. Development/update of the post-secondary vision (post-secondary goals) was based upon evidence of current transition assessment information;		<input type="checkbox"/>	<input type="checkbox"/>
b. The post-secondary vision (post-secondary goals) was updated annually; and		<input type="checkbox"/>	<input type="checkbox"/>
c. The post-secondary vision (post-secondary goals) is measurable.		<input type="checkbox"/>	<input type="checkbox"/>
3. The IEP identifies current student: <i>A YES must include evidence of each of the following:</i>		YES	NO
a. Academic Achievement;		<input type="checkbox"/>	<input type="checkbox"/>
b. Functional Performance; and		<input type="checkbox"/>	<input type="checkbox"/>
c. Transition Related Needs.		<input type="checkbox"/>	<input type="checkbox"/>
4. The IEP identifies transition services (including courses of study) that align with the post-secondary vision (postsecondary goals).		YES <input type="checkbox"/>	NO <input type="checkbox"/>

Defined IEP elements for SPP-13: compliance:	Evidence for regulatory	
5. If any agency is likely to provide/pay for transition services: <ul style="list-style-type: none"> <li>a. Prior consent to invite any agency(s) was obtained from parent (or student if he/she has reached age of majority).</li> <li>b. A representative from identified agency(s) was invited to the IEP Team meeting</li> </ul>	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	N/A	<input type="checkbox"/>
	Reason must be documented	
6. The IEP identifies at least one measurable annual IEP goal aligned with the postsecondary vision (postsecondary goals).	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>

**FFY 2005-2010 State Performance Plan**

**Appendix M:**

**Sampling Plan for Indicator 13**

(Previous version of the Sampling Plan for Indicator 13 is available upon request)

**Michigan's B13 Sampling Plan**  
**Approved by the Office of Special Education Programs (OSEP)**  
**March 18, 2010**

**Goals of the B-13 Sampling Frame**

For this new sampling strategy, the Michigan Department of Education, Office of Special Education and Early Intervention Services (OSE-EIS) is assuming a more homogenous response distribution of 90% (compared to the more conservative 50% used in the past). This 90% response distribution is based upon results from FFY 2007 and FFY 2008 data collection efforts, which saw Michigan's compliance rate with Indicator 13 increase to 87% in FFY 2007 and further still in FFY 2008 (Indicator 13 data was collected for internal state use during FFY 2008—using the previous checklist). Assuming a 90% response distribution allows the OSE-EIS to pull fewer records to achieve the targeted margin of error in each LEA. Further, using the 90% response distribution with a targeted margin of error is a more equitable means of providing more representative local data than other methods, such as oversampling.

The OSE-EIS anticipates that this level of investment will be necessary for at least a few years as a new baseline pattern is established. The OSE-EIS will monitor results and request approval from the OSEP to make appropriate adjustments to the sampling protocol.

The sampling strategy proposed here will provide statewide representative results within +/- 0.5% at the 95% confidence level and will include data from every LEA with eligible students every year.

This plan reflects Michigan's commitment to the importance of quality IEPs and the impact that this improvement strategy can have on other secondary transition indicators such as graduation (B-1), dropout (B-2), and post-school outcomes (B-14). This sampling strategy will continue to provide statewide representative results. It will also provide more timely and reliable local education agency (LEA) data for local improvement planning and professional development activities. In addition, this strategy will increase the number of LEAs that are included annually in the public reporting and Determinations process.

**Sampling Frame**

Beginning in FFY 2009, Michigan is proposing a statewide representative sample that is stratified by LEA. The sampling frame uses a 90% response distribution assumption and a 5-10% margin of error to determine sample size in each LEA:

- Any LEA with fewer than 50,000 enrolled students will be sampled to achieve a margin of error within +/- 10% at the 95% confidence level.
- Any LEA with 50,000 or more enrolled students will be sampled to achieve a margin of error within +/- 5% at the 95% confidence level.

## Methodology

Michigan's sample of IEPs for Indicator 13 data collection is drawn from the annual special education child count of students. Any student with an IEP age 16-21 in this count is included in the eligible universe for sampling.

Table 1 shows the sample size per LEA for the various sampling bands. LEAs with 7 or fewer eligible students include every student IEP in their sample.

**Table 1: SPP-13 Sample by Number of Eligible Students per LEA.\***

Number of Eligible Students for B-13 Data Collection in LEA	Sample Size	
1-7		ALL
8		7
9-10		8
11		9
12-13		10
14-15		11
16-17		12
18-20		13
21-22		14
23-25		15
26-28		16
29-32		17
33-36		18
37-40		19
41-46		20
47-51		21
52-58		22
59-66		23
67-76		24
77-87		25
88-101		26
102-119		27
120-143		28
144-174		29
175-220		30
221-291		31
292-417		32
418-704		33
705-1991		34
1992+		134

\*The sample size in this table is based upon a 10% margin of error, with one exception. There is currently only one district in the 1992+ sampling band and this district has more than 50,000 enrolled students; therefore, the 1992+ sampling band uses the 5% margin of error (hence the jump from 34 to 134 sampled students).

For LEAs with eight (8) or more eligible students, the number of student IEPs to review in each LEA is determined using the following sample size calculation:

$$\frac{[(z)^2 \times (p) \times (\text{Number of Eligible Students})]}{[(z)^2 \times (p)] + [(\text{Number of Eligible Students} - 1) \times (\text{Margin of Error})^2]}$$

- z is the standard deviation value, and reflects the desired confidence level
  - For a 95% confidence level,  $z = 1.96$
- p is the probability value, and reflects the selected response distribution
  - For a 90% response distribution,  $p = [(.90) \times (100 - .90)] = .09$
- Number of eligible students is determined using the annual special education child count of students age 16-21 with an IEP in each LEA
- Margin of error is set based upon the total enrollment for the LEA:
  - For LEAs with fewer than 50,000 enrolled students, it is 10% (.10)
  - For LEAs with 50,000 or more enrolled students, it is 5% (.05)

For LEAs with fewer than 50,000 enrolled students, the sample size is based upon a 10% margin of error and the calculation is:

$$\frac{[(1.96)^2 \times (.09) \times (\text{Number of Eligible Students})]}{[(1.96)^2 \times (.09)] + [(\text{Number of Eligible Students} - 1) \times (0.10)^2]}$$

For LEAs with 50,000 or more enrolled students, the sample size is based upon a 5% margin of error and the calculation is:

$$\frac{[(1.96)^2 \times (.09) \times (\text{Number of Eligible Students})]}{[(1.96)^2 \times (.09)] + [(\text{Number of Eligible Students} - 1) \times (0.05)^2]}$$

The raw sample size calculations are then rounded up to the nearest whole number. The resulting whole number is the sample size used in each LEA. Using the calculated sample size for each LEA, a random sample of student IEPs is then generated using SPSS Complex Samples module.

The list of student IEPs included in each LEA sample is then distributed through the secure website used for data collection and reporting of Indicator 13.

Because there is a gap between the annual special education child count date, and the date that the IEP is audited for compliance with SPP-13, a protocol exists to address this issue. Students who are no longer receiving services in the district they were sampled in are coded as having left the district and then filtered from the sample (for example, if the student moved to another district, exited special education, or graduated since the annual special education child count).

Because Michigan's ISD transition coordinators and LEAs are required to account for every IEP in their sample (either with data on the compliance of the IEP, or by indicating the student is no longer receiving services in their district), the response rate is very high (>90%). This reduces the need for oversampling to achieve target response levels. At the same time, because this sampling frame samples each LEA

with eligible students every year, and uses a consistent margin of error criteria to randomly select student IEPs, the OSE-EIS anticipates that the sample will be representative of the population of Michigan students eligible for Indicator 13 review. The OSE-EIS will ensure the sample is representative by using a differences in proportions test and applying post-stratification weights to the final sample. In addition to examining the statewide sample, each LEA with 50,000 or more enrolled students will be checked individually to ensure it is representative of the population.

After data collection is complete, students who are no longer in their sampled district are removed from the sample, and the final sample is checked for representativeness against the known universe of students with IEPs eligible for SPP-13 review (including age, race/ethnicity, gender, and primary disability). The differences in proportions test (z-test) will be used to look for any variation between the final sample and the known universe of students with IEPs (at the SEA level, and for each LEA with 50,000 or more enrolled students). A 95% confidence level will be used, and any statistically significant variation ( $p < .05$ ) will be noted.

Beginning in FFY 2009, the OSE-EIS will be applying post-stratification weighting to the sample based upon the differences in proportions testing of population demographics. If there is a statistically significant variation between the final sample and the known universe of students with IEPs eligible for SPP-13 review, appropriate weights will be applied.

Both weighted and unweighted results will be reported in the APR, along with detailed tables showing the results of the representativeness testing, by SEA and for each LEA with 50,000 or more enrolled students. These tables will include the distribution and representativeness of the above demographics for the original sample, as well as the final sample (after removing students who are no longer in their sampled district), and will note any statistically significant variation used for the weighted analysis. If the sample is less representative than anticipated, the OSE-EIS will seek OSEP approval for any changes to the sampling protocol.

Regardless of weighting, since Indicator 13 is a compliance indicator, any non-compliant IEPs will be corrected according to the data collection protocol.

**FFY 2005-2010 State Performance Plan**

**Appendix N:**

**FFY 2008 SPP Section for Indicator 14**



## Part B State Performance Plan (SPP) for 2005-2010

### Overview of the State Performance Plan Development:

6. See General Overview pages 1-7.
7. In FFY 2006, the Michigan Department of Education (MDE), Office of Special Education and Early Intervention Services (OSE-EIS) implemented for the first time a post-school outcomes data collection system. The MDE commissioned a survey of exiting students using, verbatim, the OSEP-approved, NPSO *Stage 1: Recommended Essential Questions to Address Indicator #14* as advised by the National Post-School Outcomes Center (NPSO). A census approach was used for FFY 2006 baseline data collection, with every eligible exiting student (leavers) surveyed between April and September of 2007.
8. Baseline data collection concluded 9/16/2007. The data were presented to the Special Education Advisory Committee (SEAC – Michigan’s Special Education Advisory Panel) for input on the setting of targets. In addition to setting performance targets for this indicator, the SEAC advised the MDE to consider a mechanism for capturing an aggregate number on post-school outcomes while retaining those indicators of success and detail necessary to facilitate systems improvement efforts.

### Monitoring Priority: General Supervision / Postsecondary Outcomes

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $\left[ \left( \frac{\text{\# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school}}{\text{\# of youth assessed who had IEPs and are no longer in secondary school}} \right) \right] \text{ times } 100.$

Michigan adopted the OSEP-recommended *Rehabilitation Act* [29 U.S.C. 705(11) and 709(c)] definition for competitive employment and the NPSO-recommended definition for postsecondary school or training.

**Competitive employment** is defined as work

- In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and
- For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

**Postsecondary school or training** includes both full-time and part-time enrollment in the following categories:

- High school completion document or certificate (adult basic education, GED, etc.)
- Short-term education or employment training program (WIA, Job Corps, etc.)
- Vocational technical school (less than a 2-year program)
- Community or technical college (2-year college)
- College/university (4-year college)
- Enrollment in studies while incarcerated

**Overview of Issue/Description of System or Process:**

A total of 8,173 students were reported as leavers for FFY 2006 baseline data collection in the Single Record Student Database (SRSD)\* for the 2005–2006 school year. Leavers included students who had an IEP while in school and were reported in the SRSD as:

- Graduated from school
- Dropped out of school
- Expelled from school
- Reached maximum age
- Left for the military or Job Corps
- Incarcerated

\* Note: During the 2005–2006 school year (FFY2005) the MDE initiated the use of the Single Record Student Database (SRSD) for these data.

The OSE-EIS employed a combined mail and telephone survey protocol resulting from a pilot study conducted in Spring 2007. 2,038 valid responses from the 8,173 reported leavers were received yielding a total response rate of 25%. For FFY 2006, 501 LEAs reported having eligible leavers. Michigan received valid responses from reported eligible leavers in 384 of these LEAs (77%). No valid responses were received from the reported eligible leavers in 117 of these LEAs (23%). Of these 117 LEAs, 96% reported five or fewer eligible leavers (447 eligible leavers who did not provide a valid response to the survey were from these LEAs). The OSE-EIS faced a number of challenges in collecting baseline data in FFY 2006 (please see "Discussion of Baseline Data section below).

A pilot phase was conducted from April to June in seven intermediate school districts (ISDs) to test the data collection protocol. During the pilot phase, a cover letter and survey were sent through the mail to 4,424 leavers at their last known SRSD address, along with a reminder postcard sent two weeks later. This method generated a response rate of 6 percent. Staff from the volunteer ISDs was then asked to make follow-up telephone calls to the last known telephone number collected and provided by the staff of the pilot ISDs. This method yielded a

response rate of 38 percent. Overall, the combined mail and telephone methods resulted in a response rate during the pilot data collection of 25 percent.

Based on the results of the pilot phase, the OSE-EIS modified the baseline data collection protocol to more effectively survey students by telephone. The last known address from the 2005-2006 SRSD exit data were telematched by a professional phone bank to provide the most recently available telephone number. This process was able to match 59 percent of leavers from the 2005-2006 school year (FFY 2006). Telematch rates typically vary from 40–60 percent. The data collection protocol used for the baseline data collection in September was as follows:

- A letter of introduction was sent from the OSE-EIS on September 4, describing the survey, highlighting the importance of the information it provides, and alerting leavers that they would be receiving a survey in the mail and might be contacted by phone.
- Mail surveys were sent to every eligible leaver on September 5, including a cover letter that described the survey and the importance of the information it provides and thanking leavers for their help.
- Telephone data collection began Friday, September 7, and continued through Sunday, September 16, for leavers who had a telematched phone number.

This process produced 199 duplicate records. Preference was given first to the most complete response, and then to the telephone data because it enabled the surveyor to verify the responses and choices of the respondents. After removing duplicate responses, a total of 2,038 responses were included for FFY 2006 baseline data collection, with an overall response rate of 25 percent.

Using the OSEP-approved NPSO response rate calculator, the eligible universe of leavers and the actual respondents were recoded into the following categories to check for the representativeness of the results for the following categories: specific learning disabled, emotional disturbance, mental retardation, all other disabilities, female, minority (primary race is not white/non-Hispanic), limited English proficient, and dropouts. Michigan's results were deemed representative (within +/- 3 percent) by the NPSO response rate calculator in five of these eight categories. The three categories where the results were not representative were:

- All other disabilities: over-represented (+5 percent)
- Minority: under-represented (-9 percent)
- Dropouts: under-represented (-11 percent)

**Baseline Data for FFY 2006 (2006–2007):**

Seventy-eight percent (78%) of leavers in 2005–2006 indicated that they had been competitively employed, enrolled in some type of postsecondary school or training, or both within the past year.

More specifically:

- 19 percent (387) were *only* competitively employed
- 29 percent (695) were *only* enrolled in some type of postsecondary school or training
- 30 percent (606) had been *both* competitively employed and enrolled in some type of postsecondary program
- 22 percent (452) had not been competitively employed or enrolled in some type of postsecondary program

**Discussion of Baseline Data:**

The OSE-EIS faced a number of challenges in collecting baseline data in FFY 2006, including limitations with the OSEP-approved NPSO *Stage 1: Recommended Essential Questions to Address Indicator #14*, inaccuracies in local reporting of exit data to MDE through the SRSD, over- and under-representation in some leaver categories, low response rates through the mail, and no responses with either mode of data collection (mail or phone) in 117 LEAs.

For FFY 2006 baseline data collection the OSE-EIS, in collaboration with its consultants reformatted the NPSO *Stage 1: Recommended Essential Questions to Address Indicator #14* into a more appropriate format. The instrument's language was retained verbatim, however. This was done because the OSE-EIS determined that the approved formatting would cause confusion amongst students and families receiving the survey and contribute significantly to either inaccurate completion or failure to complete the survey.

The OSE-EIS also encountered problems with the categories of employment used on the approved instrument, particularly the choice defined as "integrated, competitive employment setting." The primary concern raised by the OSE-EIS and its consultants centered around the readability and the need for clarification of this category in particular. This concern manifested itself as an unusually high number of responses in the "other" category: 15 percent of respondents reported "other" for their current employment and 19 percent reported "other" for employment within the past year. When analyzed, the majority of these "other" responses were recoded as "integrated competitive employment setting," demonstrating that respondents did not understand the wording of this question. After recoding, just 2 percent of both current employment and employment within the past year included valid "other" responses. The OSE-EIS has had preliminary discussions with the NPSO about rewording this question for future data collection.

Due to a coding error at the LEA level, the largest LEA in the state (and the only one with more than 50,000 students) reported 901 of 908 “leavers” as “continuing” in education. This resulted in only seven of 908 potentially eligible leavers accurately identified as “exited” in the SRSD. When the universe of exiting students (8,173) was filtered for valid exit codes, these 901 students had been excluded. As a result, only two valid responses were received from the largest LEA. This error was not discovered until late October 2007 during the analysis of the final data. The OSE-EIS determined correcting this error and obtaining the necessary valid exit data would have required a significant departure from protocol and that there was not sufficient time to engage in this process. Despite this error, the MDE believes that it has a data collection protocol that is appropriate and will improve based on lessons learned during baseline data collection and proactive strategies the state implemented during the 2006-2007 school year.

Early in the post-school outcomes process, Michigan engaged advice from the NPSO, other states and its own consultants on how to maximize the validity and minimize the bias of its data on this indicator. In addition to yielding the pilot and eventual protocol that produced Michigan’s baseline results, statewide the OSE-EIS implemented a statewide “exit interview” in the 2005-2006 school year. This process is designed to accompany the provision of each eligible student’s summary of performance (as required under IDEA 04). During this process, the student (and/or family) is made aware of the post-school outcomes survey and multiple means of contacting the student are gathered (e-mail, cell phone, alternative addresses, etc.). This data are then entered electronically on a secure Website by ISD staff and will be used for targeted follow-up in LEAs and ISDs with low response rates during the next data collection cycle (FFY 2007) and beyond. The OSE-EIS believes this process will enable the SEA to collect increasingly more valid and unbiased data during future data collection cycles.

Additionally, the following adjustments to data collection protocol are being considered for 2008:

- Protocols will be in place to look for errors in the SRSD exit data prior to beginning data collection in FFY 2007.
- Data collection will begin in April to allow adequate time for ISD follow-up among non-responders.
- An emphasis will be placed on telephone data collection when possible.
- Alternate mailing addresses will be used for the mail survey if the primary address is invalid or returns no response.
- An on-line version of the survey will be provided and e-mail invitations will be sent out for students with e-mail contacts in their exit interview data.
- ISD staff statewide will be engaged for targeted follow-up using exit interview data in LEAs where telephone and mail response is low, especially in NPSO leaver categories where FFY 2006 baseline results were not representative (all other disabilities, minority, and dropouts); this will be especially important for using cell phone numbers because federal law

prohibits contacting cell phones using automated dialing devices employed by telephone banks.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2007 (2007-2008)	70% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2008 (2008-2009)	73% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2009 (2009-2010)	76% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school
2010 (2010-2011)	79% of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

The targets identified were developed with input from Michigan's Special Education Advisory Committee (SEAC). Students who reported working within one year of exit may have found it hard in the current economic climate in Michigan to obtain jobs which may lead to fulfilling their post-school goals and need for self sufficiency. As available positions have significantly decreased, students may not achieve employment objectives. With the high unemployment rate and local employers raising entry level employment criteria (many employers who have not in the past required a high school diploma for employment are now doing so) it is anticipated that students exiting school experience, and will continue to experience, a challenging employment environment.

#### **Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2005	Finalize development of post-school survey questions.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team
2006	Develop and test a sampling methodology/spring 2006.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs

Timelines	Activities	Resources
2006	Train and test cadre of field staff to proctor survey.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2006	Refine current Web based reporting system to accommodate post-school outcomes survey.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2007-2008 <i>Revised 2/1/2008</i>	Design and implement a district-level model for building capacity in training, practices and methodologies for improving statewide performance on State Performance Plan (SPP) Indicator 13 to realize postsecondary outcomes as measured by SPP Indicator 14.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs, the MDE
2007-2008	Develop and implement a plan to address findings from post-school Outcomes Survey results.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team Grantees, ISDs & LEAs
2008-2011	Evaluate plan, report progress in the APR, and implement improvement and/or continuous improvement strategies. Analyze data to identify LEAs that require support and target for technical assistance and corrective action as appropriate	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2007-2011	Develop and implement a more integrated set of activities across indicators.	Data Experts, National Post School Outcomes Center, Transition Core Planning Team, Grantees, ISDs & LEAs
2008-2011 <i>Inserted 2/2/2009</i>	Develop and implement a method for gathering and correlating student level data related to current services and progress toward postsecondary goal requirements.	MI-TOP staff, Data Partners, OSE-EIS staff, Transition Core Team, Technical Assistance for Transition Grant
2008-2011 <i>Inserted 2/2/2009</i>	Develop and implement a standardized method for planning and aligning the Educational Development Plan (EDP) and IEP.	MI-TOP staff, Office of Career and Technical Education staff, Office of School Improvement staff, Education Stakeholders,

Timelines	Activities	Resources
		OSE-EIS staff, Transition Core Team, Technical Assistance for Transition Grant
2009-2012 <i>Inserted 2/2/2009</i>	Disseminate information to postsecondary service providers regarding outcomes of students with IEPs.	MI-TOP staff, OSE-EIS staff, Michigan Rehabilitation Services staff, Michigan Department of Community Health staff, Transition Core Team, Technical Assistance for Transition Grant



## **FFY 2005-2010 State Performance Plan**

### **Appendix O:**

### **Postsecondary Outcomes Survey**





**FFY 2005-2010 State Performance Plan**

**Appendix P:**

**Table 7**

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION  
AND REHABILITATIVE SERVICES  
OFFICE OF SPECIAL EDUCATION  
PROGRAMS

Table 7, APR Due February 1, 2007  
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT  
2005-06 School Year Data

STATE:

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	229
(1.1) Complaints with reports issued	204
(a) Reports with findings	118
(b) Reports within timeline	125
(c) Reports within extended timelines	77
(1.2) Complaints withdrawn or dismissed	10
(1.3) Complaints pending	15
(a) Complaint pending a due process hearing	15

SECTION B: Mediation requests	
(2) Mediation requests total	88
(2.1) Mediations	
(a) Mediations related to due process	2
(i) Mediation agreements	2
(b) Mediations not related to due process	55
(i) Mediation agreements	48
(2.2) Mediations not held (including pending)	31

SECTION C: Hearing requests	
(3) Hearing requests total	116
(3.1) Resolution sessions	77
(a) Settlement agreements	28
(3.2) Hearings (fully adjudicated)	9
(a) Decisions within timeline	3

(b) Decisions within extended timeline	6
(3.3) Resolved without a hearing	83

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	5
(4.1) Resolution sessions	5
(a) Settlement agreements	2
(4.2) Expedited hearings (fully adjudicated)	1
(a) Change of placement ordered	0